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ABSTRACT

This handbook has been compiled for coordinators of cooperative education programs at the secondary level in Maine. The handbook includes in-school classroom instruction relating to specific jobs and the world of work. Introductory material includes the Maine Association for Cooperative Education Constitution, By-Laws, and 1991 officers. The handbook contains the following 16 chapters: (1) state requirements for cooperative education programs; (2) legal information; (3) advisory committees; (4) Maine's goals for the year 2000; (5) Maine's common core of learning; (6) objectives of cooperative education programs; (7) suggested general related subject in cooperative education; (8) sample course outline for cooperative education; (9) related technical instruction; (10) job site development; (11) sample student worker evaluation form; (12) resources--19 bibliographic references, 4 miscellaneous resources, 14 films, 13 filmstrips, 11 textbooks, and 5 videocassettes; (13) directory of Maine cooperative education programs; (14) public relations; (15) suggested cooperative education enrichment activities; and (16) miscellaneous sample forms--policy agreement, verification of student insurance coverage, parent permission form, parent permission slip, application and personal data sheet, weekly hours and activity sheet, and instructor permission/release form. (NLA)

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Cooperative Education

1992

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A Guide for Maine Cooperative Education Programs

Developed by:

Maine Association for Cooperative Education

Bureau of Adult & Secondary Vocational Education, Maine Department of Education

Maine Association of Vocational Education Administrators

Vocational Curriculum Resource Center of Maine

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(TBD = To Be Developed)

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INTRODUCTION -- RATIONALE

Cooperative education at the secondary level has proven to be a most valuable and worthwhile educational program. Co-op is an organized instructional program designed to prepare individuals to succeed in the world of work. In addition to other required courses, each student receives part-time employment at a job reflecting his/her career choice and in-school classroom instruction relating specifically to this job and, generally, to the world of work. The training station becomes, therefore, a laboratory where occupational competency and, consequently, "employability" is developed.

Since the Coordinator plays such a crucial role in the success of a Cooperative Education Program, his or her preparation is of utmost importance. It is with this goal in mind that the following handbook has been compiled.

THE CONSTITUTION & BY-LAWS
of the
MAINE ASSOCIATION FOR COOPERATIVE EDUCATION

ARTICLE I - NAME

This organization shall be known as the Maine Association for Cooperative Education.

ARTICLE II - PURPOSE

The purpose of this organization shall be:

1. To promote the development and improve the quality of Cooperative Education in Maine.

2. To promote among Coordinators of Cooperative Education increased knowledge of educational methods and techniques.

3. To promote research and development of programs designed to improve Cooperative Education.

4. To share information on available resources.

5. To carry on educational activities through workshops, conferences, meetings, publications, and such other media as are appropriate.

ARTICLE III - MEMBERSHIP

1. Active membership is open to any past or present Cooperative Education Coordinator in Maine.

2. Annual dues will be set by a majority vote of the members present at the Fall meeting.

3. Each active member present during a business session will have one vote.

ARTICLE IV - OFFICERS AND DUTIES

1. There shall be a president who shall preside at all general meetings, appoint committees not otherwise provided for and generally carry out the duties of this office. He/she shall be a member ex-officio of all committees.

2. There shall be a vice-president to assume the duties of the president in his/her absence.

3. There shall be a secretary who will record and distribute the minutes of each business meeting, disseminate information and conduct any correspondence as required by the president, vice-president, and committee chairs.

4. There shall be a treasurer who will receive and distribute monies, maintain a record of receipts and disbursements, prepare an annual report for distribution to the membership at the annual meeting and generally carry out all the duties required of this office.

5. Newly elected officers will assume their duties at the Fall meeting of each year.

ARTICLE V - BY-LAWS

I. MEMBERSHIP/DUES

1. Active membership shall be defined as a currently employed Coordinator of Cooperative Education certified by the Maine Department of Education. Annual dues for active Membership shall be due and payable at the Fall meeting. The cost of membership is $10 per year.

2. Inactive membership shall be defined as any past member of M.A.C.E. The annual dues for inactive membership shall be due and payable at the Fall meeting. The cost is 60 percent of the active membership dues per year.

3. Associate membership may be open to any individual who makes a request to the Association. The request must be approved by the Executive Committee. The annual dues for associate membership shall be due and payable at the Fall meeting. The cost is 60 percent of active membership dues per year.

4. Honorary membership shall be defined as individuals providing outstanding service and leadership to Cooperative Education. Such individuals shall be nominated and elected.

5. Length of membership shall be for a period of one year from September through August.

II. AGENDAS

1. An agenda shall be prepared by the Professional Development Committee and mailed by the Secretary to all members of record at least two weeks prior to any general meeting.

III. COMMITTEES

1. There shall be an Executive committee composed of the president, vice-president, secretary, treasurer, past president, and two association members appointed by the president. The Executive committee shall have the authority to act for the Association between meetings.

2. There will be a Professional Development Committee comprised of, but not limited to, the Executive Committee.

3. There shall be a Nominating Committee of at least three members appointed annually by the Executive Committee. No member of this committee shall be a member of the Executive Committee. The Nominating Committee shall prepare a slate of candidates from the membership of each elective office and submit this slate to the Association at the Fall meeting each year.

ARTICLE VI - ELECTION

The officers of this Association shall be elected by the membership to serve for a one-year term at the Fall meeting. No president may serve for more than two consecutive terms.

ARTICLE VII - MEETINGS

1. There shall be an annual meeting to be held in conjunction with the annual fall workshop or as designated by the Executive Committee.

2. Other general meetings of the Association shall be held at the discretion of the Executive Committee. The president shall call a special meeting at the written request of 10 percent of the membership.

3. Written notice of all general meetings of the Association shall be sent to the membership at least two weeks in advance.

ARTICLE VIII - AMENDMENTS

Any changes in the Constitution and By-Laws shall be made by a vote of two-thirds of the membership present at a general meeting of the Association. Notice of the proposed changes will be mailed to each member at least two weeks prior to the meeting.

MAINE ASSOCIATION FOR COOPERATIVE EDUCATION
1991-92 OFFICERS

President:	Norm Legere	Massabesic High School
Vice-President:	Bob Roche	Wells High School
Secretary:	Dave McPhedran	Maranacook High School
Treasurer:	Roger LaBranche	Biddeford High School

Rev. 5-92

COOPERATIVE EDUCATION CURRICULUM

CHAPTER ONE: STATE REQUIREMENTS FOR COOPERATIVE EDUCATION PROGRAMS

Standard Criteria for Cooperative Education Programs

I. SCOPE

Cooperative vocational education programs may provide cooperative job and occupational training in whatever field there is an occupational need that:

A. Is in accordance with a student's identified career objective.

B. Provides progressive skill development in accordance with the student's abilities.

C. Requires a related instruction component which can be delivered through or in conjunction with the program's related instruction activities.

II. SEQUENCE

Cooperative education programs may be offered for a one-year or a two-year period as separate programs or in conjunction with existing approved school based vocational programs as capstone activities. All programs shall make provisions for both job training and supporting related instruction. They shall operate with both components for all students enrolled.

III. CURRICULUM

Chapter 125.04 of the Basic School Approval Regulations states that each school shall have a written curriculum. The curriculum shall reflect a comprehensive plan for continuous, sequential and specific instruction.

A. Training Plan

A detailed training plan shall be cooperatively developed by the coordinator and the training site sponsor. The training plan shall identify:

1. Progressive skills to be learned or applied on the job.
2. Applicable related knowledge for that job.
3. The equipment or machines to be utilized in the job training.
4. The health and safety requirements of the training site.

A. Training Plan (cont.)

This training plan shall constitute the curriculum outline for both the individual job training and job-specific related instruction required for each student.

B. General Related Instruction

A written and progressive curriculum stated in measurable terms and reviewed by the program's advisory committee shall be utilized in the delivery of general related instruction.

C. The written plan shall indicate the manner in which these components are scheduled and evaluated.

D. Scheduling Requirements

1. The job training is limited to the time that the coordinator is available to provide the required training site supervision during the days and hours designated in the training plan for cooperative training; a summer program may be offered only if a coordinator is available for supervision.

2. Regular periodic job station visitations shall be conducted by the coordinator and at least 50% of these visits shall be while the student is engaged at the training site.

3. Related instruction shall be required for all students enrolled in a cooperative education program.

E. Time Requirements

1. The minimum annual training time shall be an average of ten hours per week for each school calendar quarter; no more than fifteen hours per week while school is in session may be counted towards this minimum requirement.

E. Time Requirements (cont.)

2. Twenty percent of the minimum annual training time may be met through formal voluntary activity for IRS registered non-profit groups or associations.

3. The related instruction component of the cooperative education program shall not be less than one period per day or its equivalent.

4. Actual hours of instruction for each student may be determined by the individual's ability to meet basic core competencies as identified in the approved competency-based curriculum. all third party time and task requirements will be adhered to as per their statute and regulations.

F. Third Party Requirements

The program shall be in compliance with all applicable state/federal regulations including facility/personnel licensing requirements.

The placement of cooperative education students on job training sites shall not act to displace full-time workers employed in that establishment.

IV. CLASS SIZE (Student-Teacher Ratios)

A. The recommended student/teacher ratio for cooperative education classes is no more than 20-1.

B. When special needs students are mainstreamed into cooperative education classes, that placement shall be in accordance with the Pupil Evaluation Team recommendation; the student shall have a Vocational Individualized Education Plan, and support services as recommended in that plan shall be provided.

C. The number of students that can be adequately supervised at their respective training sites will vary. The following shall be considered in determining the maximum number that may be accommodated at training stations.

1. Distance and travel time,
2. Prior experience at the training site,
3. Training level of students,
4. Training site supervisor,
5. Handicapped access to training site,
6. Available times at work site,
7. Field time available to coordinator

V. FACILITIES

Facilities shall be in compliance with the space requirements identified in the State Board of Education School Building construction Rules, Chapter 061, with national, state and local health and safety codes and Chapter 125, Regulations Governing Basic School Approval.

A classroom must be available to the cooperative education teacher for related instruction and an area with a telephone for student consultations, making employer contacts, and the filing of student records shall be provided.

VI. EQUIPMENT/SERVICES REQUIRED

A. Texts, career decision materials, and other job related instructional materials shall be provided in sufficient amounts to meet enrollment needs.

VII. STUDENT ORGANIZATIONS

Student organizations, sanctioned by the U.S. Office of Education, are viewed as ongoing integral components of vocational education programs. Each vocational program is encouraged to provide students with the opportunity to participate in student leadership development activities. The designated student organization for cooperative education is Vocational Industrial Clubs of America (VICA).

VIII. SAFETY

A. Job related **safety** and health instruction for cooperative education students shall be identified in the student's job training plan. This instruction may be delivered through the training station or through related instruction.

B. The program shall be in compliance with all applicable federal/state/local **safety** regulations.

C. Each program shall develop a written **safety** plan which is in accordance with the overall school/building **safety** plan.

IX. TEACHER CERTIFICATION

Programs must identify licensing and certification requirements necessary for the instructor of each proposed program. Each instructor must be certified in accordance with Title 20-A, MRSA, Chapter 502 and DECS implementing rules (Chapters 113, 114, 115, 115A, 116, 118A) in the subject area to be taught.

It is the responsibility of the teacher to obtain and maintain Maine certification. teachers should contact the superintendent's office or their local support system for information concerning certification.

X. ADVISORY COMMITTEE

Each person shall establish and maintain an active advisory committee with representation from the broad scope of the industry and community.

XI. TECHNICAL ASSISTANCE

Technical assistance will be provided by the Cooperative Education Consultant.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER ONE: STATE REQUIREMENTS FOR COOPERATIVE EDUCATION PROGRAMS

Procedure for Initial Approval of Secondary Vocational Education Programs:

1. The school administrative unit shall develop a proposal which adheres to the guidelines set forth in this chapter. No program may be offered before it is approved by the Commissioner of the Department of Educational and Cultural Services.

2. The proposal must be submitted to the Associate Commissioner of Adult and Secondary Vocational Education for review. The Associate Commissioner shall recommend approval, approval with conditions, or disapproval to the Commissioner. The Commissioner's decision on the proposal shall be final.

3. The school administrative unit or vocational region may appeal an adverse decision to Superior court within 30 days from the receipt of the decision in the manner set forth in 5 MRSA section 1101 et seq.

4. The duration of the program approval shall be coordinated with the school's 5-year cycle of basic school approval.

5. This section shall only apply to programs offered on or after the effective date of this chapter.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER ONE: STATE REQUIREMENTS FOR COOPERATIVE EDUCATION PROGRAMS

Guidelines and Format for Preparing and Submitting a Program Proposal

Each item identifies information required when requesting approval to offer an occupational course using vocational education funds.

I. NAME AND LOCAL EDUCATION AGENCY SUBMITTING PROPOSAL

A. Title of proposed program/course

B. CIP Number

II. JUSTIFICATION FOR OFFERING THE COURSE/PROGRAM

A. Employment opportunities

1. Local survey (interpret and summarize the results)

2. Federal/State statistics (conclusions drawn)

B. Student needs

1. Occupational preference survey (interpret and summarize the results)

2. Students to be served

III. ORGANIZATION OF COURSE/PROGRAM

A. General Requirements

1. Application must indicate compliance with this document and the following:

   Public laws and DECS regulations as stated in

   a. P.L. 98-524 (Carl Perkins Vocational Education Act)

   b. Title 20-A MRSA and DECS implementing rules Chapter 125 and 127 of the Education Reform Act

   c. Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Also, vocational education program guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (1979) (Appendix D and Appendix E)

2. Applications which utilize field-based training must be in compliance with all State and Federal Labor Laws and all applicable civil rights and affirmation action legislation affecting schools and employers. References: "Guidelines for Job Training Programs," Maine Dept. of Labor, Bureau of Labor Standards; "Jobs and Youth: # Guide to Laws, Regulations, and Resources in Maine," Dept. of Manpower Affairs; and "Field Placements" in Appendix A of Standard Criteria for Maine Secondary Vocational Programs.

3. Proposals must reflect compliance with all applicable safety laws and regulations.

A. General Requirements (cont.)

4. Facilities must be in accordance with State Board of Education School Building Construction Rules.

B. Length of course - number of weeks/number of hours/periods per week; total number of hours or core competencies equivalent.

C. Grade placement of enrollees.

D. Number to be served.

E. Description of curriculum content including local minimum core competencies and state curriculum guidelines.

F. Student organization to be offered.

IV. PROGRAM PLANNING

A. Who was involved?

B. Local endorsements including approval dates

1. School Board(s) or Cooperative Board

2. Center Advisory Committee

3. Program Advisory Committee

4. Other

V. FACILITIES

A. Description of facilities needed or to be used

B. Compliance with School Building Construction Rules

C. Accessibility

VI. EQUIPMENT

A. List major equipment

1. to be purchased

2. to be utilized (source)

VII. TOTAL EQUIPMENT AND OPERATING COSTS

A. Equipment

B. Estimate total annual operating cost

1. Salaries and fringe benefits
2. Supplies
3. Maintenance
4. Equipment rental
5. Texts and instructional materials
6. Staff development and training
7. Other

VIII. QUALIFICATIONS NEEDED BY THE TEACHER

A. Licensing and Certification requirements

1. Application must indicate the licensing and certification requirements necessary for the instructors of the proposed program as outlined in program approval standards in this publication.

IX. CRITERIA TO BE USED FOR THE SELECTION OF ENROLLEES

The following uniform minimal guidelines for admission have been developed to be consistent with the philosophy and goals of vocational education. The guidelines include:

A. Criteria for Selection - these items are identified as significant categories in considering whether a vocational course adequately meets the needs of the student and whether the student meets the requirements for a vocational program.

1. Student must be in compliance with applicable secondary school vocational education laws relative to admission.

2. Student interest and need for the program selected should be established and documented.

3. Past performance through student records should be considered, especially related courses which might have a bearing on success in the vocational program.

4. A recommendation should be required from appropriate sending and receiving school personnel.

5. Student should display positive attitude, ambition, and a willingness to work.

6. Unexcused absences in attendance should be considered as a strong factor.

7. Aptitude and interest tests should be considered.

8. Any program prerequisite should not be used as a criteria for excluding males, females or special needs students from attending vocational education programs.

9. Student should possess the potential to perform skills associated with the program chosen.

10. Final selection of students should be a combined effort between the local school administrative unit and the center/region for special needs students. This combined effort is a result of the P.E.T. process.

B. Suggested Process for Admission

1. A general orientation should be provided for all grade 10 students and grade 11 students who are interested in one year programs.

2. Individual interview or small group conference should be conducted for the student by the sending school personnel.

3. A student visitation of the vocational facility should be made to observe a program(s) of interest.

4. The student should meet with vocational personnel for mutual assessment purposes.

5. The student should complete an application for admittance.

C. Employing the Quota System - the guidelines indicate that each sending school be provided with a number of placements. These placements are proportional to the number of grade 10 students in their school:

1. A systematic allocation of available placements shall be distributed to all sending schools.

2. A waiting list for over subscribed programs shall be established.

3. A system for reallocation of placements in programs not filled when the program commences shall be established.

4. Preferential consideration should be given to those students who were unable to gain admittance to an over subscribed program.

5. In selecting students for admission, consideration should be given to enrolling females, males, and special needs students in numbers consistent with the general school population to ensure equal representation.

X. PROGRAM ADVISORY COMMITTEE

A. List names and organizations represented

B. List dates of meetings and summarize results

C. Describe how the Advisory Committee will be used in the future

XI. PROCEDURES FOR PROGRAM EVALUATION

XII. SUBMISSION OF PROGRAM PROPOSALS

A. The proposal shall be submitted to the Associate Commissioner of Adult and Secondary Vocational Education for review. The Associate Commissioner shall recommend approval, approval with conditions, or disapproval to the Commissioner. The Commissioner's decision on the proposal for changes shall be final.

B. The school administrative unit or vocational region may appeal an adverse decision to Superior Court within 30 days from receipt of the decision in the manner set forth in 5 MRSA, Section 11001 et seq.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER ONE: STATE REQUIREMENTS FOR COOPERATIVE EDUCATION PROGRAMS

Endorsement - Vocational Cooperative Education Coordinator

I. Authorization: Teaches and/or coordinates vocational cooperative education, grades 10-12, at secondary vocational centers, vocational regions, or vocational satellites.

II. Academic Requirements: Documentation that one of the following combinations of education and paid non-teaching work experience have been completed.

A. A Bachelor's degree from an accredited institution in any area; and

Twenty-four months (4,000 hours) of paid non-teaching employment of which:

1. A minimum of twelve months shall have been at a supervisory level.

2. A minimum of twelve months shall have been during the five years preceding initial application for this endorsement.

OR

B. An Associate degree in any area; and

Thirty-six months (6,000 hours) of paid non-teaching employment, of which:

1. A minimum o twelve months shall have been at a supervisory level.

2. A minimum of twelve months shall have been during the five years preceding initial application for this endorsement.

OR

C. A High School diploma and a minimum of six years (12,000 hours) of paid non-teaching employment, of which:

1. A minimum of two years shall have been at a supervisory level.

2. A minimum of two years shall have been during the five years preceding initial application of this endorsement.

III. Professional Requirements:

All candidates must meet a minimum of 12 credits from the following professional requirements as demonstrated through documented post-secondary course-work, or through approved equivalent applied experience:

*1. Maine and Federal Labor Laws. (i.e., Fair Labor Standards Act, Child Labor Laws, Hazardous Occupations Act, Workmen's Compensation Act)

*2. Business Economics or Business Management

3. Sales or Selling

4. Teaching, Training or Professional education

5. Teaching the exceptional child

6. Student learning styles

* Study in these areas is required for certificate holders.

IV. Renewal Requirements

A professional certificate with this endorsement may be renewed upon the completion of six hours of approved study. It is recommended, but not required, that the approved study be academic in the endorsement area.

Guidelines for Job Training Programs

Division of Minimum Wage ad Child Labor

The following are definitions of terms used in describing different types of training programs:

COOPERATIVE EDUCATION (also know as "Co-op")

A joint venture between schools and industry to assist students in pursuing career objectives in conjunction with their school studies. Students are placed in work settings during the school day in accordance with employer training plans and are paid applicable minimum wage rates. The forms are provided to the schools by the Department of Education and are submitted to the Bureau of Labor Standards by the school for approval.

VOLUNTEER

The Fair Labor Standards Act defines "employ" the same as the Maine Statute as meaning "to suffer or permit to work". Individuals who volunteer or donate their services, usually on a part-time basis, for public service, religious, or humanitarian objectives, not as employees and without contemplation of pay, are not considered as employees of the religious, charitable and similar non-profit organizations which receive their services.

The above definition of "volunteer" is taken from the Fair Labor Standards Act and is used as a guideline by the Maine Bureau of Labor Standards because the Maine Labor Law does not define "volunteer". Examples of volunteers would be an office employee of a hospital who volunteers to sit with an elderly patient during off-duty hours as an act of charity. In this instance, there is no employer/employee relationship involved. However, an office employee could not volunteer to do office work for the hospital, as this would be considered compensable time. A mother can volunteer her time to work in the library in the school that her child attends. However, the same mother cannot volunteer her services in most capacities in another school in which her child is not a student.

TRAINEE - If all of the following criteria are met, the trainees are not considered employees under Maine Law;

Guidelines for Job Training Programs

CRITERIA FOR TRAINEES NOT TO BE CONSIDERED EMPLOYEES:

1. Training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

2. Training is for the benefit of the trainees or students.

3. The trainees or students do not displace regular employees but work under their close supervision.

4. The employer who provides the training derives immediate advantages from the activities of the trainees or students, and on occasion, his operation may actually be impeded.

5. The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

6. The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

ALL SIX POINTS MUST BE MET

A student should not be a trainee in a mercantile or service establishment for more than a 2-week or 40-hour period unless approval is obtained through the Bureau of Labor Standards for certain exceptions for specific job classifications or handicapped workers.

It should also be stressed that a six-point criteria training program ends when the trainee becomes a benefit to the employer.

JOB SHADOWING

Job shadowing is when a student is placed into a work environment in conjunction with his/her studies. The student is allowed to observe daily functions of the business and, occasionally, performs a simple task. There is no pay involved and the student is not performing a service for the business. An example would be a student who is interested in working with animals who is placed at a veterinary hospital for a day or two. The student might be allowed to feed a couple of pets or to even assist the vet once or twice. Another example would be for someone who is interested in office work to go into an office and observe office functions. The student might be allowed to type a form letter or answer the telephone a couple of times just to see what office work is really like. There should be a specified limit on the time spent in a job shadow situation with a 40-hour or 2-week limitation.

In summary, it is very important to note that a business, school official, prospective employer or other person involved may consider a program to be voluntary, training, shadowing, etc., but it may not be recognized as such by either State or Federal Department of Labor and, therefore, it may prove costly.

Any program where by students are placed into businesses at less than minimum wage or with no wages must be registered with the Bureau of Labor Standards. Even though the Bureau of Labor Standards approved and established guidelines for job training situations, either with or without pay, they may not be recognized by the U.S. Department of Labor.

For information on the Federal Law, you can contact:

Al Butler, Area Director
U.S. Department of Labor
Wage & Hour Division
Box 211, Pearl St. Station
Portland, ME 04112
(207) 780-3344

Guidelines for Job Training Programs

For information on the State Labor Law, contact:

Anne Hamel, Supervisor, Employment Standards
Bureau of Labor Standards
Wage-Hour Division
State House Station #45
Augusta, ME 04333
(207) 289-3331

CHAPTER TWO: LEGAL INFORMATION

Summary of Civil Rights Regulations Affecting Vocational Education

Applicable Regulations

Section 504 of the Rehabilitation Act of 1973 and the implementing departmental regulation (34 CFR Part 104)

Title IX of the Education Amendments of 1972 and the implementing departmental regulation (34 CFR Part 106)

Title VI of the Civil Rights Act of 1964 and the implementing departmental regulation (34 CFR Part 100)

Section 504

Prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance. It requires: remedial action, voluntary action, and self-evaluation; the identification of a person to act as the Section 504 coordinator; the adoption of grievance procedures; and the publishing of an annual notice of non-discrimination on the basis of handicap. It applies to employment practices, program accessibility, and educational programs at the preschool, elementary, secondary, and post-secondary levels. It covers admissions and recruitment, treatment of students, housing, financial and employment assistance, non-academic services and construction.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER TWO: LEGAL INFORMATION

Summary of Civil Rights Regulations Affecting Vocational Education

Title IX

Prohibits discrimination on the basis of sex in education programs receiving or benefiting from Federal financial assistance whether or not such program or activity is offered or sponsored by an educational institution. It requires: remedial and affirmative action and self-evaluation; the identification of a person to act as the Title IX coordinator; the adoption of grievance procedures; and the publishing of an annual notice of non-discrimination on the basis of gender. It applies to education and covers admission and recruitment, housing, facilities, course offerings, access to schools and programs, counseling and the use of counseling and appraisal materials, financial assistance, employment assistance, health and insurance benefits and services, marital or parental status, textbooks, and curricular material. It also applies to employment criteria, recruitment, compensation, job classification and structure, fringe benefits, marital or parental status, advertising, and pre-employment inquiries.

Title VI

Prohibits discrimination on the basis of race, color, or national origin in any education program or activity, receiving Federal financial assistance. It covers issues related to denial of services, financial aid, or other benefit; different treatment, segregation or separate treatment; and restricted privilege. It applies to educational admission, enrollment, quota, and eligibility. In employment, it applies to recruitment, recruitment advertising, employment, layoff or termination, upgrading, demotion, transfer, rates of pay or other forms of compensation, education or training, and work-study. Title IV includes the issue of limited English speaking ability.

Each of the above are amended equally by the Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap of 1979. These Guidelines cover access and admission of students to vocational education programs, counseling and pre-vocational programs, equal opportunity in the vocational instructional setting, work study, cooperative vocational education, job placement, apprentice training, and employment of faculty and staff.

CHAPTER TWO: LEGAL INFORMATION

Methods of Administration

Methods of Administration for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicapping Condition.

The Methods of Administration and the Sex Equity Requirements explain how the Department of Educational and Cultural Services will meet its civil rights responsibilities as a recipient of federal funds for the offering or administration of vocational programs.

The Methods of Administration are required by guidelines issued by the U.S. Department of Education. The guidelines are the result of injunctive orders entered by the United States District Court for the District of Columbia in Adams v. Califano.

The guidelines are derived from, and provide guidance supplementary to, Title VI of the Civil Rights Act of 1964 and the implementing regulation (34 CFR Part 104), Title IX of the Education Amendments of 1972 and the implementing regulation (34 CFR Part 106), and Section 504 of the Rehabilitation Act of 1973 and the implementing regulation (34 CFR Part 100).

Maine's Methods of Administration or MOA identifies how the Department of Educational and Cultural Services (DECS) will monitor vocational programs to ensure local and state compliance with Title VI, and Title IX and Section 504. In summary, the MOA requires a desk or agency level audit of all vocational programs as the initial step in identifying which programs will be the subject of on-site reviews. The desk audit is conducted based on available information regarding program enrollment and performance. On-site reviews are scheduled to verify information used or identified as a result of the desk audit. These on-site reviews are not scheduled to be conducted with regard to school approval or program review visitation schedules. however, MOA on site reviews may be scheduled to be conducted with other on site visitations when their schedules coincide.

Methods of Administration

Local educational agencies offering vocational education programs are required to be knowledgeable of and implement the requirements of the MOA. Any questions or concerns regarding the MOA are to be addressed to:

Assistant to the Commissioner
Department of Educational and Cultural Services
State House Station #23
Augusta, ME 04333

All other questions or concerns should be addressed to:

Sex Equity Consultant or Handicapped & Disadvantaged Consultant
Department of Educational and Cultural Services
State House Station #23
Augusta, ME 04333

Sex Equity

A school administrative unit, operating in the State of Maine and approved by the Board of Education to operate vocational programs, must conduct activities which will ensure that sex discrimination and sex stereotyping are eliminated from any activity associated with the offering of a vocational program, service, or activity. In doing this, vocational program providers are to:

1. Maintain information on the status of female and male students and employees enrolled in, or associated with, a vocational program either as a teacher, aide, or provider of a particular service or activity to students enrolled in a vocational program;

2. Coordinate with sending schools for the review of vocational educational programs, including career guidance and counseling, for sex stereotyping and sex bias with particular attention to practices which tend to inhibit the entry of women or men in non-traditional occupations;

3. Provide the State Board with an assessment of the SAU's progress in regard to overcoming sex discrimination and sex stereotyping as part of the school's accreditation and program review process; and

4. Develop programs of information and outreach for youth and adults concerning vocational education and non-traditional employment opportunities.

In fulfilling the above requirements, technical assistance is available through the Bureau of Adult and Secondary Vocational Education. Financial resources are also available through the Vocational Education Act.

Where SAU's provide vocational programs, services or activities to single parents and displaced homemakers or special programs of sex equity to female and male students, these SAU's are encouraged to provide child care for the children of students as well as transportation where economic need is shown to exist or where offering such a service will make vocational education more accessible.

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CHAPTER

544

PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND NINETY-ONE

H.P. 635 - L.D. 905

An Act to Amend the Child Labor Laws and to Allow Illegally Employed Minors to Bring Suit Against Their Employers for Work Related Injuries

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 26 MRSA §664, last ¶, as amended by PL 1969, c. 504, §43, is further amended to read:

Employees who are under the age of 19 and are regularly enrolled in an educational institution or are on vacation therefrom may be paid a rate of not less than ~~75%~~ 85% of the applicable minimum wage rate required for other employees in the same occupation.

Sec. 2. 26 MRSA §702. as amended by PL 1979, c. 468, §1, is further amended to read:

§702. Record of work hours of minors under 16 years of age

Every employer shall keep a time book or record for every minor under ~~16~~ 18 years of age employed in any occupation, except the planting, cultivating or harvesting of field crops or other agricultural employment not in direct contact with hazardous machinery or hazardous substances, or household work, stating the number of hours worked by each minor under ~~16~~ 18 years of age on each day of the week. ~~Such~~ The time book or record ~~shall~~ must be open at all reasonable hours to the inspection of the director, a director's deputy or any authorized agent of the bureau. Any employer who fails to keep the record required by this section or makes any false entry ~~therein~~ to the record, or refuses to exhibit the time book or record or makes any false statement to the director, a director's deputy or any authorized agent of the bureau in reply to any question in carrying out section 701 and this section ~~shall be~~ is liable for a violation ~~thereof~~ of this section and section 701.

~~permitted or suffered to work at any business or service for hire, whatever, during the hours that the public schools of the town or city in which he resides are in session.~~ This section ~~shall~~ does not apply to any such ~~child~~ minor who is employed directly by, with or under the supervision of either or both of ~~its~~ the minor's parents; or to any such ~~child~~ minor employed in school lunch programs, if limited to serving food and cleaning up dining rooms.

Sec. 5. 26 MRSA §§774 and 775, as amended by PL 1989, c. 700, Pt. A, §§102 and 103, are repealed and the following enacted in their place:

§774. Hours of employment

1. Minors under 18 years of age. A minor under 18 years of age, enrolled in school, may not be employed as follows:

A. More than 48 hours in any week when school is not in session;

B. More than 20 hours in any week when school is in session;

C. More than 8 hours in any day when school is not in session;

D. More than 4 hours in any day when school is in session;

E. More than 6 consecutive days; or

F. Between the hours of 10 p.m. and 7 a.m. on a day preceding a school day or between the hours of 12 a.m. and 7 a.m. on a day that does not precede a school day.

2. Minors under 16 years of age. A minor under 16 years of age may not be employed as follows:

A. More than 40 hours in any week when school is not in session;

B. More than 18 hours in any week when school is in session;

C. More than 8 hours in any day when school is not in session;

D. More than 3 hours in any day when school is in session;

E. More than 6 consecutive days; or

F. Between the hours of 7 p.m. and 7 a.m. in any day when school is in session or between the hours of 9 p.m. and 7 a.m. during summer school vacation.

2. Conditions for issuance. The superintendent shall issue a permit in the following circumstances:

A. If the school is in session or the minor is attending summer school, the minor must be enrolled in school, not habitually truant, not under suspension and passing a majority of courses during the current grading period. Upon request of the minor, the superintendent may waive the requirements for one grading period if, in the opinion of the superintendent, there are extenuating circumstances or if imposing the requirements would create an undue hardship for the minor;

B. If school is not in session, the minor must furnish to the superintendent a certificate signed by the principal of the school last attended showing that the minor has satisfactorily completed kindergarten to grade 8 in the public schools or their equivalent. If the certificate can not be obtained, the superintendent shall examine the minor to determine whether the minor meets these educational standards; or

C. If the minor has been granted an exception to compulsory education under Title 20-A, section 5001-A, subsection 2, the minor must only submit proof of age as provided in subsection 3.

3. Proof of age. The superintendent may issue a permit only upon receiving and examining satisfactory evidence of the minor's age. Satisfactory evidence consists of a certified copy of the minor's birth certificate or baptismal record, a passport showing the date of birth or other documentary evidence of age satisfactory to the superintendent and approved by the director. The superintendent may require, in doubtful cases, a certificate signed by a physician appointed by the school board, stating that the minor has been examined and, in that physician's opinion, has reached the normal development of a minor of the same age and is in sufficiently sound health and physically able to perform the work the minor intends to do.

4. Conditions for revocation. The superintendent may revoke the work permit issued to a minor if the superintendent determines that the minor has not maintained the conditions for issuance of the work permit under subsection 2, paragraph A. The superintendent shall notify the Director of the Bureau of Labor Standards and the minor's employer in writing upon revoking a minor's work permit. The revocation is effective upon receipt by the employer of the superintendent's notice.

5. Permit on file. The employer shall keep all work permits issued for the employer's minor employees on file and accessible to any attendance officer, factory inspector or other

minors. An inspector of factories, attendance officer or other officer charged with the enforcement of this subchapter may make demand on any employer in or about whose place or establishment a minor apparently under the age of 16 years is employed, permitted or suffered to work, that such employer shall either furnish ~~him~~ the inspector within 10 days documentary evidence of age as specified in section 775, or shall cease to employ, permit or suffer such ~~child~~ minor to work in such place or establishment.

Sec. 10. 26 MRSA §781, as amended by PL 1989, c. 415, §33, is repealed and the following enacted in its place:

§781. Penalties

1. Strict liability. An employer who employs, permits or suffers any minor to be employed or to work in violation of this article or Title 20-A, section 5054 is subject to the following forfeiture or civil penalty, payable to the State and recoverable in a civil action:

A. For the first violation or a violation not subject to an enhanced sanction under paragraph B or C, a forfeiture or penalty of not less than $250 nor more than $5,000;

B. For a 2nd violation occurring within 3 years of a prior adjudication, a forfeiture or penalty of not less than $500 nor more than $5,000; or

C. For a 3rd and subsequent violation occurring within 3 years of 2 or more prior adjudication, a penalty of not less than $2,000 nor more than $10,000.

2. Intentional or knowing violation of section 771, 772, or 773. An employer who intentionally or knowingly employs, permits or suffers any minor to be employed or to work in violation of section 771, 772 or 773 is subject to the following forfeiture or civil penalty, payable to the State and recoverable in a civil action:

A. For the first violation or a violation not subject to an enhanced sanction under paragraph B or C, a forfeiture or penalty of not less than $500;

B. For a 2nd violation occurring within 3 years of a prior adjudication, a penalty of not less than $5,000 nor more than $20,000; or

C. For a 3rd and subsequent violation occurring within 3 years of 2 or more prior adjudications, a penalty of not less than $10,000 nor more than $50,000.

A. The minor employee, the minor's parent or guardian or any other person, as permitted by common law or statute, may file a civil action permitted under this subsection.

B. The minor employee is entitled to compensation under this Act in addition to any right of action permitted under this subsection.

C. If the employer is self-insured for liability under this Act, any award received by the minor in an action permitted under this subsection must be reduced by the amount of compensation received under this Act.

D. If the employer is insured for liability under this Act, the employer is considered a 3rd party under section 68, and the employer's insurer is entitled to all rights of subrogation, contribution or other rights granted to an employer under section 68.

Sec. 14. Application. Sections 11, 12 and 13 apply only to injuries occurring on or after the effective date of this Act.

Sec. 15. Posting of notice. Notwithstanding the Maine Revised Statutes, Title 26, section 701, the Bureau of Labor is not required to modify and redistribute the printed notice required by that section to reflect the changes in the law resulting from this Act. The Bureau of Labor shall modify the printed notice to reflect the changes contained in this Act when it becomes necessary, due to an insufficient supply of such notices or future changes in the law, to print additional notices.

Employment Relationship Under the Fair Labor Standards Act

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1297
(Revised May 1980)
(Reprinted August 1985)

This publication is for general information and is not to be considered in the same light as statements of position contained in Interpretative Bulletins published in the Federal Register and the Code of Federal Regulations, or in the official opinion letters of the Wage and Hour Administrator.

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division
Washington, D.C. 20210

EMPLOYMENT RELATIONSHIP UNDER THE FAIR LABOR STANDARDS ACT

The Fair Labor Standards Act contains provisions and standards concerning recordkeeping, minimum wages, overtime pay and child labor. These basic requirements apply to employees engaged in interstate commerce or in the production of goods for interstate commerce and also to employees in certain enterprises which are so engaged. Federal employees are also subject to the recordkeeping, minimum wage, overtime, and child labor provisions of the Act. Employees of State and local government are subject to the same provisions, unless they are engaged in traditional governmental activities, in which case they are subject to the recordkeeping and child labor requirements. The law provides some specific exemptions from its requirements as to employees employed by certain establishments and in certain occupations.

The Act is administered by the U.S. Department of Labor's Wage and Hour Division with respect to private employment, State and local government employment, and Federal employees of the Library of Congress, U.S. Postal Service, Postal Rate Commission and the Tennessee Valley Authority. The Office of Personnel Management is responsible for administering the Act with regard to all other Federal employees.

For the Fair Labor Standards Act to apply to a person engaged in work which is covered by the Act, an employer-employee relationship must exist. The purpose of this publication is to discuss in general terms the latter requirement.

If you have specific questions about the statutory requirements, contact the W-H Division's nearest office. Give detailed information bearing on your problem since coverage and exemptions depend upon the facts in each case.

STATUTORY DEFINITIONS

Employment relationship requires an "employer" and an "employee" and the act or condition of employment. The Act defines the terms "employer", "employee", and "employ" as follows:

"Employer" includes any person acting directly or indirectly in the interest of an employer in relation to an employee and includes a public agency, but does not include any labor organization (other than when acting as an employer), or anyone acting in the capacity of officer or agent of such labor organization. - Section 3(d).

(1) Except as provided in paragraphs (2) and (3), the term "employee" means any individual employed by an employer.
(2) In the case of an individual employed by a public agency such term means--

(A) any individual employed by the Government of the United States--
(i) as a civilian in the military departments (as defined in section 102 of title 5, United States Code),
(ii) in any executive agency (as defined in section 105 of such title),
(iii) in any unit of the legislative or judicial branch of the Government which has positions in the competitive service,
(iv) in a nonappropriated fund instrumentality under the jurisdiction of the Armed Forces, or
(v) in the Library of Congress;

(B) any individual employed by the United States Postal Service or the Postal Rate Commission; and

(C) any individual employed by a State, political subdivision of a State, or an interstate governmental agency, other than such an individual--
(i) who is not subject to the civil service laws of the State, political subdivision, or agency which employs him; and
(ii) who--
(I) holds a public elective office of that State, political subdivision, or agency,
(II) is selected by the holder of such an office to be a member of his personal staff,
(III) is appointed by such an officeholder to serve on a policymaking level, or
(IV) who is an immediate adviser to such an officeholder with respect to the constitutional or legal powers of his office.*

(3) For purposes of subsection (u), such term does not include any individual employed by an employer engaged in agriculture if such individual is the parent, spouse, child, or other member of the employer's immediate family.

* See note on top on next page

*On June 24, 1976, the Supreme Court, in the case of National League of Cities v. Usery, ruled that it was unconstitutional to apply the minimum wage and overtime provisions of the Fair Labor Standards Act to State and local government employees engaged in activities which are an integral part of traditional government services. The Court expressly found that school, hospital, fire prevention, police protection, sanitation, public health, and parks and recreation activities are among those to which the minimum wage and overtime provisions do not apply. However, it is the Department's position that the decision effects no change in the application of the child labor or recordkeeping provisions.

"Employ" includes to suffer or permit to work. - Section 3(g).

EMPLOYMENT RELATION DISTINGUISHED FROM COMMON LAW CONCEPT

The courts have made it clear that the employment relationship under the Act is broader than the traditional common law concept of master and servant. The difference between the employment relationship under the Act and that under the common law arises from the fact that the term "employ" as defined in the Act includes "to suffer or permit to work". The courts have indicated that, while "to permit" requires a more positive action than "to suffer", both terms imply much less positive action than required by the common law. Mere knowledge by an employer of work done for him by another is sufficient to create the employment relationship under the Act.

TEST OF THE EMPLOYMENT RELATION

The Supreme Court has said that there is "no definition that solves all problems as to the limitations of the employer-employee relationship" under the Act; it has also said that determination of the relation cannot be based on "isolated factors" or upon a single characteristic or "technical concepts", but depends "upon the circumstances of the whole activity" including the underlying "economic reality". In general an employee, as distinguished from an independent contractor who is engaged in a business of his own, is one who "follows the usual path of an employee" and is dependent on the business which he serves. The factors which the Supreme Court has considered significant,

although no single one is regarded as controlling, are:

(1) the extent to which the services in question are an integral part of the employer's business;

(2) the permanency of the relationship;

(3) the amount of the alleged contractor's investment in facilities and equipment;

(4) the nature and degree of control by the principal;

(5) the alleged contractor's opportunities for profit and loss; and

(6) the amount of initiative, judgment, or foresight in open market competition with others required for the success of the claimed independent enterprise.

TRAINEES

The Supreme Court has held that the words "to suffer or permit to work", as used in the Act to define "employ", do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all of the following criteria apply, the trainees or students are not employees within the meaning of the Act:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

EFFECT OF "SALE" ON THE RELATIONSHIP

An employment relationship may exist between the parties to a transaction which is nominally a "sale." An employee is not converted into an independent contractor by virtue of a fictitious "sale" of the goods produced by him to an employer, so long as the other indications of the employment relationship exist. Homeworkers who "sell" their products to a manufacturer are his employees where the control exercised by him over the homeworkers through his ability to reject or refuse to "buy" the product is not essentially different from the control ordinarily exercised by a manufacturer over his employees performing work for him at home on a piece rate basis.

FRANCHISE AGREEMENTS

The Act generally provides that a retail or service establishment which is under independent ownership would not lose its independent status solely because it operates under a franchise agreement. On the other hand, the franchised establishment and its employees may, in certain situations, be considered to be part of the franchisor's business. This would be particularly relevant in a situation where a franchisee is in control of the details of the day to day operations of the establishment, but the franchisor retains control over the basic aspects of the business. Where such a situation exists, they would be considered to be parts of a single business, and the employees of the franchised outlet would be considered to be employees of the franchisor.

FACTORS WHICH ARE NOT MATERIAL

There are certain factors which are immaterial in determining whether there is an employment relationship. Such facts as the place where the work is performed, the absence of a formal employment agreement and whether the alleged independent contractor is licensed by the State or local government are not considered to have a bearing on determinations as to whether or not there is an employment relationship. Similarly, whether a worker is paid by the piece, by the job, partly or entirely by tips, on a percentage basis, by commissions or by any other method is immaterial. The Supreme Court has held that the time or mode of compensation does not control the determination of employee status.

EFFECT OF EMPLOYMENT RELATIONSHIP

Once it is determined that one who is reputedly an independent contractor is in fact an employee, then all the employees of the so-called independent contractor engaged in the work for the principal employer likewise become the employees of the principal employer, who is responsible for compliance with the Act. However, in order to protect himself against the "hot goods" prohibition of the Act, a manufacturer or producer should undertake to see that even a true independent contractor complies with the law.

VOLUNTEER SERVICES

The Act defines the term "employ" as including "to suffer or permit to work". However, the Supreme Court has made it clear that the Act was not intended "to stamp all persons as employees who, without any express or implied compensation agreement, might work for their own advantage on the premises of another". In administering the Act, the Department follows this judicial guidance in the case of individuals serving as unpaid volunteers in various community services. Individuals who volunteer or donate their services, usually on a part-time basis, for public service, religious or humanitarian objectives, not as employees and without contemplation of pay, are not considered as employees of the religious, charitable and similar nonprofit corporations which receive their services.

For example, members of civic organizations may help out in a sheltered workshop; women's organizations may send members or students into hospitals or nursing homes to provide certain personal services for the sick or the elderly; mothers may assist in a school

library or cafeteria as a public duty to maintain effective services for their children; or fathers may drive a school bus to carry a football team or band on a trip. Similarly, individuals may volunteer to perform such tasks as driving vehicles or folding bandages for the Red Cross, working with retarded or handicapped children or disadvantaged youth, helping in youth programs as camp counselors, scoutmasters, den mothers, providing child care assistance for needy working mothers, soliciting contributions or participating in benefit programs for such organizations and volunteering other services needed to carry out their charitable, educational, or religious programs. The fact that services are performed under such circumstances is not sufficient to create an employee-employer relationship.

Religious, Charitable or Nonprofit Organizations: There is no special provision in the Act which precludes an employee-employer relationship between a religious, charitable, or nonprofit organization and persons who perform work for such an organization. For example, a church or religious organization may operate an institution of higher education and employ a regular staff who do this work as a means of livelihood. In such cases there is an employee-employer relationship for purposes of the Act.

There are certain circumstances where an individual who is a regular employee of a religious, charitable or non-profit organization may donate services as a volunteer and the time so spent is not considered to be compensable "work". For example, an office employee of a hospital may volunteer to sit with a sick child or elderly person during off-duty hours as an act of charity. The Department will not consider that an employee-employer relationship exists with respect to such volunteer time between the establishment and the volunteer or between the volunteer and the person for whose benefit the service is performed. However, this does not mean that a regular office employee of a charitable organization, for example, can volunteer services on an uncompensated basis to handle correspondence in connection with a special fund drive or to handle other work arising from exigencies of the operations conducted by the employer.

Members of Religious Orders: Persons such as nuns, monks, priests, lay brothers, ministers, deacons, and other members of religious orders who serve pursuant to their religious obligations in schools, hospitals and other institutions operated by the church or religious order are not considered to be "employees" within the meaning of the law. However, the fact that such a person is a member of a religious order does not preclude an employee-employer relationship with a State or secular institution.

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JOINT EMPLOYMENT

A single individual may stand in the relation of an employee to two or more employers at the same time under the Fair Labor Standards Act, since there is nothing in the Act which prevents an individual employed by one employer from also entering into an employment relationship with a different employer. A determination of whether the employment by the employers is to be considered joint employment or separate and distinct employments for purposes of the Act depends upon all the facts in the particular case. If the facts establish that the employee is employed jointly by two or more employers, i.e., that employment by one employer is not completely disassociated from employment by the other employer(s) all of the employee's work for all of the joint employers during the workweek is considered as one employment for purposes of the Act. In this event, all joint employers are responsible, both individually and jointly, for compliance with all of the applicable provisions of the Act, including the overtime provisions, with respect to the entire employment for the particular workweek. In discharging the joint obligation each employer may, of course, take credit toward minimum wage and overtime requirements for all payments made to the employee by the other joint employer or employers.

Where the employee performs work which simultaneously benefits two or more employers, or works for two or more employers at different times during the workweek, a joint employment relationship generally will be considered to exist in situations such as:

(1) An arrangement between employers to share an employee's services. For example, two companies on the same or adjacent premises arrange to employ a janitor or watchman to perform work for both firms. Even though each entity carries the employee on its payroll for certain hours, such facts would indicate that the employee is jointly employed by both firms and both are responsible for compliance with the monetary provisions of the Act for all of the hours worked by the employee; or

(2) Where one employer is acting directly or indirectly in the interest of the other employer (or employers) in relation to the employee. For example, employees of a temporary help company working on assignments in various establishments are considered jointly employed by the temporary help company and the establishment in which they are employed. In such a situation each individual company where the employee is assigned is jointly responsible with the temporary help company for compliance with the minimum wage requirements of the Act during the time the employee is in a particular establishment. The temporary help company would be considered responsible for the payment of proper overtime compensation to the

employee since it is through its act that the employee received the assignment which caused the overtime to be worked. Of course, if the employee worked in excess of 40 hours in any workweek for any one establishment, that employer would be jointly responsible for the proper payment of overtime as well as the proper minimum wage; or

(3) Where the employers are not completely disassociated with respect to the employment of a particular employee and may be deemed to share control of the employee, directly or indirectly, by reasons of the fact that one employer controls, is controlled by, or is under common control with the other employer.

However, if all the relevant facts establish that two or more employers are acting entirely independently of each other and are completely disassociated with respect to the employment of a particular employee, who during the same workweek performs work for more than one employer, each employer may disregard all work performed by the employee for the other employer (or employers) in determining his own responsibilities under the Act.

U.S. GOVERNMENT PRINTING OFFICE 1991 - 282-149

STATE OF MAINE
WORKERS' COMPENSATION COMMISSION
STATE HOUSE STATION #27
AUGUSTA, MAINE 04333

Application for Waiver

APPLICANT-EMPLOYEE	EMPLOYER
Name _____	Name _____
Address _____	Address _____
_____	_____

I am employed by the above-named employer which is a (check one):

☐ Sole Proprietor (complete Part I), ☐ Corporation (complete Part III),

☐ Partnership (complete Part II), ☐ Professional Corporation (complete Part IV).

PART I Sole Proprietor

☐ I am the parent, spouse or child of the above-named sole proprietor.

PART II Partnership

☐ I am the parent, spouse or child of a partner in the above-named partnership.

PART III Corporation

☐ A I am a bona fide owner of at least 20% of the outstanding voting stock of the above-named corporation.

1. Number of Voting Stock Issued by Employer _____
2. Number of Voting Stock Owned by Applicant _____

OR

☐ B I am the parent, spouse, or child of an individual who is the bona fide owner of at least 20% of the outstanding voting stock of the above-named corporation and who has obtained a waiver under Part III(A).

PART IV Professional Corporation

☐ A I am a shareholder of the above-named professional corporation.

OR

☐ B I am the parent, spouse, or child of a shareholder of the above-named professional corporation. That shareholder has obtained a waiver under Part IV(A).

I hereby waive all benefits and privileges provided by the Maine Workers' Compensation Act pursuant to 39 MRSA § 2(5) (A) (4) and (5).

In signing this waiver, the applicant certifies that the waiver is not a prerequisite condition to employment.

_____ _____
APPLICANT'S SIGNATURE DATE

NOTE: ANY PERSON MAY REVOKE OR RESCIND THAT PERSON'S WAIVER UPON 30 DAYS' WRITTEN NOTICE TO THE COMMISSION AND THAT PERSON'S EMPLOYER.

WCC-2C (Rev. 11/90)

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COOPERATIVE EDUCATION CURRICULUM

CHAPTER THREE: ADVISORY COMMITTEE

WHAT IS AN ADVISORY COMMITTEE?

An advisory committee is a group of individuals from outside the field of education with specific knowledge and expertise, organized to advise Cooperative Educators on the world of work and to provide a link for their students.

WHAT IS THE ROLE OF AN ADVISORY COMMITTEE?

An Advisory Committee supplies information on jobs and job advancement. Your committee will help keep curriculum relevant to what actually is needed in the work place and advise on what jobs will be in demand in business and industry. Schools provide theory and knowledge. Your committee can provide experience and a look at reality.

SUGGESTED FUNCTIONS FOR AN ADVISORY COMMITTEE:

A. Survey Community Needs
B. Supply Information on Jobs
C. Provide Realistic Advice on Curricula Development and Materials
D. Aid in Developing Student Selection Criteria
E. Help Students through Supporting Scholarships
F. Support Student Organizations
G. Work on Developing the Student Placement Program
H. Promote Cooperative Education Programs to the Community
I. Support Cooperative Education Appropriation Requests and Legislation
J. Review Facilities
K. Assist in Evaluation of Cooperative Education Program

Refer to:

A Handbook for Advisory Councils on Vocational Education
Dept. of Education, Bureau of Vocational Education, Division of Program Services, Augusta, Maine 04333.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER THREE: ADVISORY COMMITTEE

ADVISORY COMMITTEE RECRUITMENT LETTER, SAMPLE

The Cooperative Education Program is in the process of involving citizens, employers, educators and students in assisting and advising us on how to continue and improve our Cooperative Education Program.

May I take this opportunity to invite you to become a member of the Cooperative Education Advisory Committee. Your willingness to assist will help us make better decisions concerning quality education for the young people in our community.

The committee will meet twice a year to discuss and set goals that will ensure a good program is available for both students and employers in our area.

If you are interested in becoming a member, please let me know as soon as possible, so that we can set a date for the first meeting.

If you have further questions or concerns, please do not hesitate to contact me. I look forward to hearing from you.

Sincerely,

Candace Green
Cooperative Education Coordinator

COOPERATIVE EDUCATION CURRICULUM

CHAPTER FOUR: MAINE'S GOAL FOR THE YEAR 2000

Goal 1

School Readiness

By the year 2000, all children in America will start school ready to learn.

1. All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

2. Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

3. Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birth weight babies will be significantly reduced tgrough enhanced prenatal health systems.

Meaning of Goal 1:

Of all the goals, this is perhaps the most important, since it is the foundatin upon which the other goals rest. Unless children are nourished and nurtured well in their early years they will not develop the capacity or dispositions for the high standards of learning expressed by the other goals. The attainment of Goal One for all children will require strong cooperation among health, social service, education and business sectors. Strong early childhood systems must be developed to support parents' efforts in raising healthy and safe children, whose natural drive to learn (which begins at the moment of birth, if not before) is facilitated and challenged in every learning site (home, child care facility, Head Start or preschool). Simultaneously, the capacity of the public schools must be build so the schools are ready to welcome every child and family for the unique individuals they are regardless of their developmental level, socioeconomic tatus, gender, ethnicity, sexual orientation, native language or special need.

OBJECTIVES:

1. ***All disadvantaged and disabled children will have access to high-quality and developmentally-appropriate preschool programs that help prepare children for school.***

Current Status:

* At this point there is no tool for assessing "readiness" for school.

* In Maine, children who are five on or before October 15th of the school year are eligible for kindergarten entrance.

* All children must be screened in kindergarten to identify any potential special needs. Screening tools are determined locally following set criteria and reported to the Department annually.

* Poverty rate in Maine is 15.6% (1989); one-fifth of population is at or near poverty level (approximately $12,500/year/family of four). Nearly one-quarter of Maine children grow up in poor households. The number of children in poverty has risen since 1970. One-third of all poor families are headed by single women.

* 9800 children and families are screened annually by Child Development Services.

* The following numbers of children with special needs are served through federal, state and local funds:

100	0-1 yr olds
333	1-2 yr olds
220	2-3 yr olds
1,065	4 year olds
896	5 year olds (not yet school-age)

* 13.% of children enrolled in school are identified as handicapped (vs. 11.3% national average)

* Approximately 18.2% of eligible children are enrolled in Head Start, compared to 15.5 nationally (CDF, 1990)

* Maine ranks 16th in states with Head Start enrollment (CDF, 1990)

* Child care quality: Maine requires 1 caregiver per 4 infants, defined as "adequate" effort.

* In Waterville alone, 17 families are served by Even Start (another program in Bangor serves about the same number)..51 children in each site

* 30% of children in Maine are deemed "not ready" for kindergarten by teachers (as compared to 26% in MA, 18% in VT ... 35% national average ... Carnegie Foundation, 1991)

* Maine hailed by CDF as #2 in the nation for low student-teacher ratios in elementary school (14.6 vs. 17.4)

* Maine expends $4,258 per pupil per year, compared to $4, 243 national average.

Current initiatives:

* Maine has made substantial progress toward building an effective early childhood ecosystem, which is currently experiencing attacks on its infrastructure due to the budget crisis.

* CHILD DEVELOPMENT SERVICES: Maine has developed a nationally-recognized interdepartmental collaboration model for identification, referral and services to young children with special needs and their families from 16 regional sites.

* The three EARLY CHILDHOOD DEMONSTRATION SITES serve 60 children and their families, while providing access to training in the High/Scope Curriculum for primary teachers, Head Start educators, child caregivers, parents and c hers, thereby supporting broad improvement in the quality of child development programs statewide. These are public school programs serving four-year-olds, in collaboration with Head Start, child care, Child Development Services and other child-serving agencies. The

High/Scope Curriculum is designed to support children in their active learning, through developmental key experiences that promote planning, decision-making, conflict resolution and higher-order thinking skills.

* EVEN START operates currently in Waterville and Bangor (under federal funds). EVEN START is now under Compensatory Ed. The Waterville Even Start has been chosen by the U.S. Department of Education as one of the country's 10 in-depth sites for the Even Start national evaluation. It was chosen for its unique home-based model, philosophical approach, delivery system and collaboration with other agencies. It works closely with the Waterville Demonstration Site, and uses the High/Scope approach. All of the family literacy work in Waterville is done through the whole language approach, with authentic texts generated by the participants used for instruction.

* READING RECOVERY: Two programs to provide intensive intervention with non-reading first graders in reading skills and strategies.

* PROJECT T.A.L.K. (TOTS ACQUIRING LANGUAGE KNOWLEDGE)... public school preschool program in Portland serving 40 two-and-a-half, three and four-year-old children from Russia, Iran, Afghanistan, Vietnam, China, Cambodia, Poland, Puerto Rico, Nigeria, Ethiopia, and Bolivia, to support the English language acquisition and understanding of America society of the children and their families, funded by Title VII, Special Populations program.

* 32 S.A.U.s are serving approximately 320 preschoolers with special needs (ages 3 - 5) in the public schools funded by federal, local and state funds.

* Preschool programs in schools serve approximately 590 children statewide. Five of these programs were begun by the now-defunct Early Childhood Education Plan Grant Program, and several use the High/Scope approach.

* RISING GENERATION: The Department and Waterville have formed a Design Team to participate in Jule Sugarman's New American Schools Development Corporation proposal, which, if funded, will raise the level of quality in all learning sites for young children.

* *The Big Book for Educators: Developmentally-Appropriate Practice...A Guide to Change*, published by the Department in 1988, has been sent to all schools statewide and 20-plus other states, with intensive exposure in Mass., Kentucky and national ASCD. Many schools and Head Start centers have used this tool for reflecting on the alignment between philosophy, practice and research.

* CHILD DEVELOPMENT AND CHILD CARE PROGRAMS IN HOME ECONOMICS AND HOME ECONOMICS RELATED OCCUPATIONS CLASSES serve 1200 children statewide.

* SCHOOL-BASED CHILD CARE PROGRAMS for adolescent parents serve 50 children and families statewide.

* BEFORE-AND-AFTER-SCHOOL CHILD CARE PROGRAMS begun by the Department:

* HEAD START: Not under DOE... Maine was one of the first states to allot state funds to Head Start, thereby reaching one-third more children. In 1990, Maine was selected by the U.S. DOE to receive a "Head Start/State Collaboration Grant," which funds the piloting of a Family Development Center (a comprehensive, integrated service delivery

system for education, training, employment and support); intends to focus on policies and procedures for transition into public school; is working on raising the literacy levels of Head Start families; and is improving training for Head Start staff. DOE works closely with Head Start in at least two regions (Aroostook County and Kennebec Valley), working with Early Childhood Networks of Head Start and kindergarten/first grade educators to focus on communication, training and transition issues.

2. ***Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.***

Current Status:

* DOE currently has no one umbrella program to meet this need. A Governor's initiative to launch an adaptation of the Missouri Parents As Teachers was scrapped in 1991 due to the budget crisis. Union #96 has applied for a federal grant to bring this program to their district. A program under Cooperative Extension has been operating Downeast for several years.

* SCHOOL BASED CHILD CARE: 12 public school programs serving approximately 50 infants and toddlers of adolescent parents allow parents to complete education in their high schools.

Current Initiatives:

* SCHOOL-BASED CHILD CARE

* CHILD DEVELOPMENT AND CHILD CARE PROGRAMS IN HOME ECONOMICS AND HOME ECONOMICS RELATED OCCUPATIONS CLASSES

* COMMUNITY TEAM TRAINING (DADES)

* STUDENT ASSISTANCE TEAM TRAINING (DADES)

* ADULT BASIC EDUCATION/ FAMILY LITERACY EFFORTS

* EVEN START

* HEALTHY ME/ HEALTHY MAINE: Involvement of entire family in health education process is a major component of the program.

* EARLY CHILDHOOD DEMONSTRATION SITES provide parent education and involvement opportunities

* CHAPTER ONE parent guides and parent involvement

* School personnel sensitization through PARENTAL INVOLVEMENT: A GUIDE FOR BUILDING POSITIVE RELATIONSHIPS

* COMMON CORE OF LEARNING COMMUNITY WORKSHOPS

* HEALTHY ME/ HEALTHY MAINE PARENTAL INVOLVEMENT

3. ***Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birth weight babies will be significantly reduced through enhanced prenatal systems.***

Current Status:

* INFANT MORTALITY: Maine has the fourth lowest infant mortality rate in the nation (8.3 infant deaths per 1,000 live births in 1987, a reduction from 10.4 in 1978) and has already surpassed the Surgeon General's goal of reducing the rate of infant mortality to nine deaths per 1,000 live births.

* IMMUNIZATION: In the 1990-91 school year, more than 20,000 kindergartners and first graders were immunized. Los than one percent of children in those grades did not receive appropriate immunization.

* CHILDHOOD INJURY: Deaths due to childhood injury during 1985-88 dropped dramatically in almost every category compared to 1980-84. The sharpest drop was seen in motor vehicles deaths, perhaps due to stricter drunken driving laws and car restraint systems for children.

* W.I.C.: Contracts with eleven agencies operate 109 clinics statewide, serving over 25,000 women, infants and children. Maine's WIC program has provided breast feeding promotion, smoking cessation and an altered bidding process realizing a 25% increase in clients, and an additional 3,000 clients served by food packaging reduction changes.

* SCHOOL BREAKFAST/ SCHOOL LUNCH PROGRAMS:

  Served 25% more children in 1990-91 under school breakfast programs (2,200,749 children);

  In 1990-91, 16,684,894 children were served under the school lunch program, nearly a 3% reduction since 1986-87;

  In 1989-90, 13 high schools dropped out of the School Lunch Program, citing economic reasons;

* PEDIATRIC HIV/AIDS: Infection rate is in mid-range nationally. In one metropolitan area alone, there are six children who have tested HIV-positive. 76% of Maine school UNITS (which serve 97% of the children in the state) have participated in a joint teacher-training process or received preparatory training (run cooperatively w/DOE and DHS).

Current Initiatives:

* NUTRITION EDUCATION: Through School Nutrition;

* HIV/AIDS EDUCATION under cooperative agreement with the Centers for Disease Control;

* HEALTHY ME/HEALTHY MAINE is a three-year project funded by a grant to DOE from the U.S. DOE Fund for the Improvement and Reform of Schools and Teaching. The Human Services Development Institute at USM has been contracted to assist with the design and implementation of the model program. The program is designed to teach elementary school children about primary prevention health skills in five areas:

communication, self-awareness, caring for self and others, problem-solving and stress management. There is a demonstration site and 12 pilot sites.

* PARTICIPATION IN THE SURGEON GENERAL'S "HEALTHY CHILDREN. READY TO LEARN" EFFORT;

* CONSUMER AND HOME ECONOMICS courses, and Home Economics Related Occupations/ Early Childhood courses, provide nutrition education to prospective parents, including parenting and child development, as well as nutrition and foods. Preschoolers are taught about nutrition in their nursery schools, and parents utilizing school -based child care receive nutrition education for their families.

GOAL 2
High School Graduation Rate

By the year 2000, the graduation rate will increase to 90%.

Meaning of Goal #2

The traditional definition of graduation rate reflects the percentage of high school graduates who receive a diploma through public schools for each graduating class, as compared to enrollments four years earlier. These rates are frequently used as a key indicator of the success or failure of a state's educational system.

Current Status:

Maine's graduation rate has steadily increased from 75% for the Class of 1986 to 81% for the Class of 1991. Maine's calculations do not include GED completers under age 20. If these completers were attributed to the traditional diploma class of graduates, Maine's completion rate for the Class of 1991 would be at least 89%.

Maine's success in reducing high school dropouts began in 1986 with the establishment of a Dropout Prevention Office within the Department and a Commissioner's Advisory Committee on Truancy, Dropout and Alternative Education created by Legislative action. This fifteen member committee includes representatives from four other Departments (Corrections, Human Services, Labor and Mental Health), school officials, business and teachers.

In addition, Maine statutes require each school administrative unit to establish a Dropout Prevention Committee whose membership shall include a school board member, an administrator, a teacher, a parent, a counselor, a dropout, students, a community member and the district attendance coordinator.

Current Initiatives:

Maine's initiatives include the following activities:

1. Dropout data collection training through UM ITV system for all school units. (Fall 1991, Spring 1992)

2. Workshops, seminars, conference sessions on children at risk, school attendance policies, alternative education and dropout prevention planning. (Ongoing technical assistance)

3. Distribution of a Dropout Prevention Newsletter to Dropout Prevention Committees.

4. Reviewing and developing linkages with other agencies and departments to develop collaborative strategies for dropout prevention and recovery. (Advisory Committee)

5. Reviewing current education statutes and other statutes which may relate to dropout prevention. (Advisory Committee)

6. Development of an assessment process for alternative programs.

7. Providing technical assistance to Maine grant foundations on dropout prevention, assessment of programs and early intervention strategies.

8. Keys to Your Future - A major commitment by businesses to promote literacy and high school credentials for Maine citizens.

9. Project Opportunity - A collaborative effort among Maine's post-secondary institutions to provide two tuition-free post-secondary courses to adult completers. An excellent incentive to encourage high school completion and heighten aspirations for additional education.

10. Strong local recruitment and counseling within adult education programs that provide a continuum from basic education through high school completion for adults.

11. Maine's Workplace Literary grants that work within the business setting to promote education as an integral component of employee productivity.

12. Maine Family Literacy projects that involve parents in the early educational development of their children is providing a higher level of parental support for completion of a high school education.

Objectives:

A. National:

1. The nation must dramatically reduce its dropout rate and seventy-five percent of those students who do drop out will successfully complete a high school degree of its equivalent.

2. The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

B. Maine:

1. Decrease the dropout rates for native Americans, migrant students, students who are homeless, students from minority groups and other identified special populations.

2. Increase the recovery rates of students at risk of becoming dropouts through systemic changes in school programs including but not limited to the development of alternative programs.

GOAL 3

Student Achievement and Citizenship

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, foreign language and geography; and every school in American will ensurethat all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy. American students will become first in the world in math and science.

Meaning of Goal #3:

We know that in order to ensure that all students learn to use their minds well, schools must make fundamental changes in their current culture, learning environments, and policy and governance structures.

Schools will need to develop cultures where continued learning is expected and supported for all people--teachers, administrators, parents, and students. Schools will need to be places where all people are treated with respect and where respect for diversity is valued.

Learning environments will have to change to allow teachers to personally know each of their students' learning and thinking styles well so that they can coach students' thinking just as athletic coaches coach their athletes and drama coaches coach their performers. Students will be expected to apply their knowledge to real problems, and to exhibit their knowledge through performances, demonstrations and exhibitions. Teachers will need to create learning environments which actively engage students in their own learning. At the heart of this change is student as worker.

Policies and governance structures will have to be developed which support the development of these school cultures and learning environments. Teaching and learning decisions must be made collaboratively by those most knowledgeable about the teacher/student relationship--the teachers, students, parents, administrators and community members of each individual school.

Indicators in Challenging Subject Matter

ENGLISH

Student Performance/Attitudes:

MEA: Results for 1986 - 1991

* Mean scores in reading have improved 20 points at grades 4 (240 to 260) and 8 (250 to 270) (s.d. 50 points) and 30 points at grade 11 (250 to 280).

* Mean scores in writing were recalibrated in 1990 to reflect the apparent improvement in writing. Mean scores were reset at 260 for grades 4 and 8 and 270 for grade 11.

* Mean scores in reading for Chapter I students in both grades 4 and 8 have improved by one-half a standard deviation, from 100 to 125 at grade 4 and from 100 to 129 at grade eight. (At the same time, scores for other students went from 281 to 284 at grade 4 and from 285 to 295 at grade 8.)

* Mean scores in writing for Chapter I students in grade 4 have gone from 166 to 180 (266 to 276 for others). At grade 8, there has been even greater improvement shown, going from 114 in 1989 to 158 in 1991, an increase of 44 points. Mean scores for other students only improved by 16 points (261 to 277).

**College Board Advanced Placement Exams in English/Literature/Composition and English Language/Composition (May 1990):*

Subject	U.S. Seniors Taking Exam	Scored Qualified or Above	Maine Students Taking Exams	Scored Qualified or Above
English/Literature and Composition	28,755	61.6%	472	76%
English Language and Composition	105,617	68.5%	129	71%

FOREIGN LANGUAGE

Student Performance/Attitudes:

**College Board Advanced Placement Exams in foreign languages (May 1990):*

Subject	U.S. Seniors Taking Exam	Scored Qualified or Above	Maine Students Taking Exams	Scored Qualified or Above
French Language	9,996	65%	75	59%
French Literature	1,649	67%	2	50%
German Language	2,228	67%	2	100%
Latin (Catullus)	824	60%	5	40%
Spanish Language	21,141	78%	21	52%

**College Board College-Bound Seniors Achievement Tests (1991):*

Subject	U.S. Seniors Taking Exam	Mean Score	Maine Seniors Taking Exam	Mean Score
French	20,833	548	260	525
German	2,910	575	12	553
Latin	3,128	546	44	520
Spanish	30,641	556	117	480

* Both the College Board Advanced Placement Exams and Achievement Tests in foreign languages provide neither a complete nor accurate assessment of students' proficiency in a foreign language. In addition only a small percentage of Maine students enrolled in foreign language programs take these particular exams.

* Research shows an increase in proportion to the number of years of second language study in SAT verbal and mathematics scores of those who studied a second language over those who have not.

MATHEMATICS & SCIENCE

Student Performance/Attitudes:

MEA Results 1986-91:

* Since its inception in 1985, the Maine Educational Assessment has recorded consistent improvement in performance in science and math - particularly at grade 8 where performance in math problem solving has increased by a whole standard deviation as opposed to approximately one-half standard deviation in science and math at other grade levels.

* A 60-point difference in MEA scores in science favors eighth grade males over females.

* The gap between male and female students in MEA performance grows as students advance in age and class level. By grade 11, a 44-point difference exists in mathematics and a 126-point difference exists in science.

* A 293-point difference in mathematics and 195-point difference in science exists between college preparatory and non-college bound students at grade 11.

* Only 54% of eighth graders agree that "A knowledge of science will be valuable in my adult life."

**Note: the close in gap at grade 8 in Math in boys/girls.*

GEOGRAPHY, HISTORY AND CITIZENSHIP

Student Performance/Attitudes:

MEA Results 1986-91

* While the scores for cultural geography rose significantly, indicators show the students' knowledge of physical geography has not measurably increased in recent years.

* 86% of all eighth grade students indicated that they believe their knowledge of world geography is average to weak.

* Processing skills related to geography having improved by 40 points for grade 4 and 11 students, while 8th graders' scores in this area decreased by 30 points.

* Between 1982 and 1987, all high school graduates in Maine completed challenging courses in the core subjects, except in geography.

* Currently, geography is not a required course for high school graduation. It is suggested at one of many social studies courses required for graduation.

* The gender gap in history and citizenship is evidenced by a 80-100 point difference, with males scoring significantly higher.

* One-half of the students in grades 4, 8, and 12 have a basic knowledge of civics including election laws and constitutional rights. However, only 20% of the students

understand government systems, functions, institutions and ideology.

* Scores and questionnaires in U.S. and World History indicate that while students prefer to study 20th century history, most of their course work is con- centrated in pre-19th century U.S. and World History. There has also been a notable decline in students' knowledge about 20th century history and government.

* Students enrolled in college preparatory programs score 270 points higher in history and citizenship than students enrolled in general or vocational courses of study.

* 94% of the students indicated a preference to learn history in cooperative group settings, while the same percentage noticed that they usually learned history in large group settings with the teacher talking to them.

* For grades 4, 8 and 11, high order thinking skills in geography and history have continued to improve each year.

* In grades 8 and 11, there is a significant gender gap in geography and history, with males scoring 80-100 points higher than females.

* Students enrolled in college preparatory programs scored 250 points higher in geography and history than students enrolled in general, business and vocational programs.

* Performance among high school juniors is signi- ficantly impacted by the amount of time spent on part-time work. Specifically, students working over 16 hours scored 280 points below those who work 8 hours or less in geography and history.

* *College Board Advanced Placement Exams in U.S. History and European History (May 1991):*

Subject	U.S. Seniors Taking Exam	Scored Qualified or Above	Maine Students Taking Exams	Scored Qualified or Above
U.S. History	99,364	54%	359	54%
European History	26,554	69.2%	23	35%

ENGLISH

Course Enrollments/Classroom Practices:

1. **Positive classroom practices in reading**

* Reading for pleasure outside school more than once a week made a difference of more than 50 points (a full standard deviation) over never reading at all at grades 4 and 8.

* In-school reading time of 1 to 2 hours per week correlates with the highest reading scores at grades 8 and 11. More than 2 hours and less than one both correlated with much lower mean scores.

* An increasing percentage of students report that their English class reading materials are paper- backs rather than a single book with many selections at grade 8 (from 30%

in 1989 to 42% in 1991) and at grade 11 (44% in 1989 to 48% in 1991.) The use of paperbacks has nearly always correlated with the highest mean scores on the MEA, and the rise in percentage of reported use has accompanied the rise in mean scores in reading at both grade levels. (250 to 270 at grade 8; 250 to 280 at grade 11).

* The evaluation of reading using a combination of tests, written responses such as papers and activities such as role playing or projects was correlated with mean scores a standard deviation or more higher than either method of evaluation alone for grades 8 and 11.

2. **Positive classroom practices in writing**

* Choosing their own topic in writing about half the time correlated with the highest mean scores on the writing topic test for all three grade levels.

* Having the chance to write more than one draft "almost always" correlated with mean scores- about 30 points higher than "half the time" at all three grade levels.

* Sharing writing with others is apparently very important. Sharing with a teacher more rather than less often correlated with higher mean scores at grades 4 and 8. Eleventh graders apparently do better with less teacher guidance.

* Writing for credit in English and one or two other classes correlated with mean scores 20 higher. at grade 8. At grade 11, writing for credit in English and two or more classes was worth over 40 points.

* Familiarity with the Holistic Scoring Guide makes a difference at grade 8, where even being "somewhat familiar with it" correlated with mean scores 33 points above "never having seen it or one like it before." If it was regularly used in class, students scored 52 points higher than if they'd never seen it.

* The technique used to revise writing that correlated with the highest mean score (283) was getting comments from classmates. Comments from the teacher, reading out loud, and reading slowly and silently yielded very similar results, correlating with scores of 265 or 267 at grade 8.

* The most helpful techniques for improving classmates writing were "suggest better ways to explain information" (290), "help with spelling and mechanics" (283) and "question parts not understood" (255) at Grade 8.

FOREIGN LANGUAGES

<u>Course Enrollments/Classroom Practices</u>:

* 22% of Maine's total student population K-12 enrolled in a foreign language program.

* Of K-12 students enrolled in foreign language programs, 47% are in French programs, 25.5% in Spanish, 17% in Intro- introductory/Exploratory programs, 7% in Latin, 3% in German, .05% in other languages, e.g. Russian, Japanese, Greek, American sign, Passamaquoddy.

* 37% of Maine's total student population 7-12 receives instruction in a foreign language at levels I-V (compared to 29.17% nationwide).

* 43% of Maine's total student population 7-12 is enrolled in a foreign language program

(including introductory/ exploratory programs).

* 18% of Maine's 7-12 students enrolled in foreign language programs (excluding introductory programs) complete more than two years of formal instruction (compared with 19.5% nationwide).

* 10% of all Maine's 9-12 students are enrolled in advanced foreign language courses beyond level II (compared to 5.7% nationwide).

* .06% of Maine's total student population K-6 is enrolled in a foreign language program (compared to 4.2% nationwide, incomplete data).

* 25% of Maine elementary schools (any combination K-8) offer foreign language instruction.

* 74% of Maine junior high/middle schools offer foreign language instruction.

* 100% of Maine high schools offer foreign language (by law).

* 80% of Maine high schools offer instruction in more than one foreign language.

* 68% of Maine high schools offer more than a two-year sequence in foreign language(s) instruction.

* 47% of Maine high schools participate in an international student exchange program.

MATHEMATICS & SCIENCE

Course Enrollment/Classroom Practices:

* Half of the elementary math students report the use of hands-on mathematics materials a few times a month, or less.

* 65% of high school students report never using computers in mathematics classes.

GEOGRAPHY, HISTORY AND CITIZENSHIP

Course Enrollment/Classroom Practices:

1. Positive Classroom practices and citizenship

   * No information available at this time.

ENGLISH

Teacher Demographics:

- Pre-service

  * No information available

- Certification

  - Newly adopted certification standards require a liberal arts distribution/academic major (36 hours), and a core of 24 hours of pedagogy for initial licensure.

  - Previously certified teachers must now hold an endorsement in English/Language Arts.

  - All teachers must complete a teacher action plan every 5 years that specifies goals and objectives and is approved by a district peer review committee.

- In-service

- Age and years of teaching experience

  - Need data here

- Undergraduate preparation/advanced degrees

  - 42% of all currently employed English teachers have a masters degree or higher.

  - 26% of all currently employed elementary teachers have a masters degree or higher.

FOREIGN LANGUAGE

Teacher Demographics:

- Pre-service:

  - No information available

- Certification:

  - Maine Teacher Certification Standards in foreign languages have been revised to include a minimum of 24 semester hours (an increase of 6 hours) in each language requested for endorsement, with a minimum of 15 semester hours above the intermediate level in each language area. A section of the academic requirements may also be fulfilled with a score of advanced level or higher in the foreign language requested for endorsement on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview. Although the foreign language teaching endorsements now span grade K-12, there is minimal course work required for teaching at the elementary school level.

- In-service:

  - The Maine Department of Education currently employs one foreign language consultant to assist in meeting the needs of all foreign language teachers in the state. The consultant also works closely with the Advisory Board of the Foreign Language Association of Maine (FLAME) to plan and implement professional development activities on a regional and statewide basis. The consultant also works with colleagues at the postsecondary level to provide additional opportunities for the professional growth of teachers.

    Recent survey results (Nov. 1991) indicate that 65% of the responding teachers desire professional development opportunities at the graduate level. The most preferred topics

for professional development are language immersion experiences, current social and cultural issues, literature, and teaching methodology. The teachers would most prefer to have opportunities available to them during in-service days and the summer months. 90% or more responded that they would benefit from more foreign language courses, workshops, institutes and conferences if they were made available to them in the future.

- Age and years of teaching experience:

  - 560 foreign language teachers are employed in Maine schools K-12. 11% of the teachers are between the ages of 18-29, 24% between 30-29, 46% between 40-49, 16% between 50-59, and 3% above 60. 70% are female and 30% are male. 19% of the staff has 0-5 years of experience, 19% has 6-10 years of experience, 21% of the staff has 11-15 years of experience, and 41% has more than 15 years of experience. 60% of the total teaching staff teaches French, 32% teaches Spanish, 14% teaches Latin, .06% teaches German, and .09% teaches another language, e.g. Greek, Japanese, Russian, English as a Second Language, American Sign.

- College/university degrees:

  - 39% of Maine's foreign language teachers hold a a bachelor's degree. 47% have completed 15-30 hours of study beyond the bachelor's degree. 26% hold a master's degree. 14% have completed study beyond the master's level.

MATHEMATICS & SCIENCE

Teacher Demographics:

- Pre-service:

  - Course content and configuration in mathematics and science at all levels emphasizes the acquisition of factual knowledge and computational skills at the expense of conceptual understanding and the application of knowledge.

  - Postsecondary is viewed as part of the solution and the problem.

- Certification:

  - Teacher certification requirements do not reflect standards suggested by national professional organizations.

  - The Maine Department of Education has no instructional technology consultant nor an in-house instructional technology policy.

- In-service:

  - 33% of elementary mathematics teachers report that they have had little or no in-service development opportunities in problem-solving in the past two years.

  - 45% of elementary school principals report that science is the least effective instructional program in their school 54% of secondary mathematics teachers report they have had little or no in-service development opportunities in problem-solving in the last four years.

  - 73% of elementary school principals report that their K-4 teachers have had little or no

inter action with science teachers from other levels.

- ▸ 87% of elementary school teachers and 79% of middle school teachers indicate interest in, and need for, in-service development in mathematics and science.
- ▸ Maine's elementary principal identify mathe matics and science as having the greatest need of staff development of their teachers.
- ▸ The Maine Department of Education currently employs one mathematics consultant, one science consultant and one assessment consultant to meet the needs of all teachers who teach science and mathematics and post-secondary.

- Age and years of teaching experience:
  - ▸ 57% of science teachers have an undergraduate major in science or science education; the national is 63%.
  - ▸ 49% of mathematics teachers have an under- graduate major in mathematics or mathematics education; the national average is 63%.
  - ▸ Of the 900 certified teachers who graduate each year in Maine, less than 6% have a content focus in mathematics or science.
  - ▸ 56% of elementary teachers report they have taken two or fewer undergraduate math courses, 50% have taken no chemistry courses, 60% no physics courses.

GEOGRAPHY, HISTORY AND CITIZENSHIP

Teacher Demographics:

- Pre-service:
  - ▸ No information is available at this time.
- Certification:
  - ▸ For certification in secondary social studies, teachers are now required to take geography courses, and must also select a minimum of three semester hours from a list of global studies programs.
  - ▸ Elementary teacher certification does not currently require any geography courses. There has been an increase in geography courses offered at the middle school level.
- In-service:
- Age and years of teaching experience.:
  - ▸ No information is available at this time.
- College and university degrees.:
  - ▸ All secondary social studies teachers are required to take history and government courses for certification.

ENGLISH

Current Initiatives:

- Grants:
  - Breadloaf writing projects "teacher as researcher" have been awarded in Boothbay and Portland
  - 221 Innovative Grants have been awarded to teachers for implementation of reading/writing/English programs between 1984-92.
  - Maine Reading, Maine Council of English Language Arts and the New England Reading Award Annual Teacher Grants for exemplary reading/writing programs. These awards range from $150 - $1500.
  - Maine's a National pilot site for the creation and expansion of classroom libraries. The Lamoine Consolidated School, through Childhood Reading Development Corporation, Blomington, IN., has been awarded a grant.
  - The Trout Foundation has awarded a Rural Elementary Libraries' Grant to H. O'Brien School in East Machiasport. This school received a 3000 volume K-8 library.
- Exemplary programs:
  - Chapter I has funded training in the Reading Recovery Program. Beginning the Fall 1992, the University of Maine will become a national training center.

    National Diffusion Network (Nancy)
  - NCTE Exemplary Program in English (Nancy)
- Organizations active in professional development:
  - Maine Reading Association has a 2 year theme "Reading nonfiction." MRA hosts 2 to 3 regional conferences annually, and 1-day statewide seminar in Fall. Additionally, MRA and the Department of Education sponsors "Newspaper in Education Week."
  - Aroostook Right to Read holds an annual Young Authors' Conference and teacher conference.
  - Maine Council of English Language Arts hosts an annual Young Authors' Conference and an annual conference focused on a current trends in English/language arts.
- Publications:

  - *News and Views* - MCELA - teacher authored
  - *Northwords* - MCELA - Teacher's writing
  - *Read-On* - MRA - teacher authored
  - *Language Works* - MCELA - student writing K-12

- Publications in the English field by Maine Teacher Authors:

  - *Coming to Know* - Anthology of an Article by Maine teacher contributors
  - *In the Middle* - N. Atwell
  - *Understanding Writing* - Anthology with articles by Maine teachers
  - *Whole Language Catalogue*
  - *Doing Words* - Katie Johnson

FOREIGN LANGUAGE

Current Initiatives:

- Articulation and Achievement: The Challenge of the 1990's in Foreign Language Education:

  This is a collaborative project of the New England Network of Academic Alliances in Foreign Languages and Literatures, the College Board, and the American Council on the Teaching of Foreign Languages. The College Board has provided the initial funding to begin the project in the hopes that additional funding will be received from the federal government for the project's continuation. The project will develop and assess articulated student learning outcomes (with associated effective classroom strategies) for reading, writing, listening and speaking for all languages K-16, which reflect the full integration of cultural and literacy content as well as emphasis on problem solving and critical thinking skills.

- Annual Maine Foreign Language Teacher Conference and Summer Institute:

  Both the conference and the summer institute are co-sponsored by the Maine Department of Education and the Foreign Language Association of Maine (FLAME), providing the only annual statewide professional development opportunities for Maine's foreign language teachers.

- Annual collection of data on Maine student enrollment in foreign language programs K-12:

  The Maine Department of Education collects data on both K-12 student enrollment in foreign language programs (including specific levels of instruction) and also schools that participate in international student exchange programs. This information is available to the public upon request.

- *Maine's Common Core of Learning* Pilot Partnership Program with C.S.D. #18:

  The foreign language consultant from the Maine Department of Education serves on K-12 foreign language committee from the Wells-Ogunquit community school district, whose charge is to implement the Common Core of Learning within a five-year period throughout the school district.

- New England Network of Academic Alliances in Foreign Languages and Literatures:

  Maine has seven foreign language teacher collaboratives, each representing a different region of the state, that are part of the New England Network. Members teach at the elementary, secondary and postsecondary level.

- *FLAME* - the Foreign Language Association of Maine:

  FLAME is a statewide organization for K-16 teachers and other interested persons that promotes networking and professional development in foreign language education. FLAME has a number of standing committees, including Collaboration K-16, Student Activities, FLES and Middle School Network, Classical Connections, Special Projects and Institutes, Foreign Language Certification, Political Action, and Professional Development.

- *FLAME* awards for students and teachers:

  FLAME recognizes both students and teachers through a number of awards for leadership in foreign language education, building community interest in foreign language education, excellence in teaching foreign languages, and student excellence in foreign language(s). In addition FLAME provides annual scholarships for teacher attendance at regional professional conferences and institutes.

- 1991-1992 Survey of Maine Foreign Language Teachers:

  Conducted by the Foreign Language Association of Maine's Committee on High School/College Collaboration, this survey has two purposes: (1) to determine the types of professional development opportunities that Maine's K-12 foreign language teachers seek (2) to identify and utilize a s of foreign language professional development trainers throughout the state. The foreign language consultant in the Maine Department of Education advises and collaborates with this committee to provide professional development opportunities for teachers.

- 1992 National Assessment of Effective Models of PK-16 Collaborative Efforts in Foreign Languages:

  Working with the foreign language consultant from the Maine Department of Education, the Joint National Committee for Languages in Washington, D.C., will create and disseminate a survey to all state supervisors of foreign languages. The purpose of the survey is to identify effective models of collaborative efforts among foreign language teachers PK-16 that lead to better program articulation.

- National/Maine Foreign Language Week:

  Annually during the first week of March, Foreign Language Week is celebrated in schools and communities throughout Maine. The purpose of this week is to promote the study of languages and cultures in our schools, and to acknowledge and celebrate existing foreign language programs and activities.

- The ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines and Oral Proficiency Interview:

  These guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an "all-before-and-more" fashion. Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can or cannot do, regardless of where, when, or how the language has been learned or acquired.

  The Oral Proficiency Interview (OPI) is a test of an individual's foreign language speaking ability. The interview is a seemingly casual, but highly structured, face-to-face conversation with a trained tester. The resulting speech sample is then rated on a scale ranging from no practical ability to ability equivalent to that of an education native speaker.

MATHEMATICS & SCIENCE

Current Initiatives:

- Grants:
  - SSI - State Systemic Initiative: A multi-proned effort to bring about reform in mathematics and science education in K-12, teacher preparation and teacher development. This will involve community support, student and teacher internships, identification of seven BEACON Schools, develop curriculum frameworks, more comprehensive evaluation systems and working with community and business partners.
  - Dwight D. Eisenhower Program: Federal funds for the improvement of mathematics and science teachers.

- Exemplary programs:
  - PRISM - (Problem Solving In Science and Mathematics): A statewide conference for science and mathematics teachers that has had over 3,600 participants over the last six years.
  - MEA - Maine Educational Assessment: An assessment program that assess's mathematics and science through the use of open response and holistic scoring. A majority of items focus on applications and thinking skills as opposed to rote memorization. This program employs the use of manipulatives and calculators.
  - Leading Mathematics into the 21st Century: A program to disseminate information and training on the National Council of Teachers of Mathematics Standards. There are eight regional teams made up of business and teacher representatives.
  - Maine Mathematics and Science Coalition: A coalition of mathematical, scientists, educators and business people who meet on a regular basis to promote

quality mathematics and science education in Maine.

- New Standards Project: The State of Maine is a partner in this project designed to develop new and comprehensive assessment procedures. Maine teachers are actively involved in field testing and developing items in math, reading/language arts, science and social studies.

- MENET: An electronic network designed to link mathematics and science teachers throughout the state.

- PASTE: Partners For Advancing Science and Technology Education: This group of business and industry representatives are assisting schools in the application of science, mathe- matics and technology information.

- Northern Maine Enhancement Project: An Aroostook County Project that utilizes staff development in mathematics.

- Southern Maine Partnership (Math Group): A group of K-6 teachers and college educators with meetings held to upgrade their knowledge of current students of mathematics.

- Articulation Committee: A group of high school mathematics teachers and college mathematics professors keeping the door open for discussion for transition from high school to college.

- CREST - Curriculum Resources for Earth Science Teachers: This is a NSF (National Science Foundation) funded project undertaken in con- junction with the Maine Geological Survey and University Maine at Farmington. This project is to develop curriculum materials, field trip guides antd activity books for Maine earth science teachers.

- Environmental Science Partnership of Maine: This quarterly newsletter for middle school science teachers and summer scholarships for middle school students, among other activities.

- <u>Organizations active in professional development</u>:

  - ATOMIN - Association of Teachers of Mathematics in Maine: A statewide organization for K-16 teachers that promotes networking and professional development in mathematics.

  - MSTA - Maine Science Teachers Association: A statewide organization that advocates for science education K-16.

- <u>Recognition programs</u>:

  - NASA Spacemobile: Two aerospace education specialists are scheduled into ten schools each year for a student and teacher presentation.

  - Science and Mathematics Competitions for Students:

    * Science Olympiad
    * State Science and Technology Fair
    * Math Counts
    * PI Cone

* Math Meets
* Southern Maine Math Meet

- Expanding Your Horizons: Program geared to young women in middle school and high school to encourage them to pursue non-traditional science and mathematics related careers.

- Cross Cultural Camp: A week long experience for Native American and Asian 6th and 7th graders that is based on the applications of science and mathematics.

- Department of Energy Summer Honors Program: Annually seven outstanding Maine students are selected to attend science and mathematics based summer programs at U.S. Department of Energy Laboratories.

- National Youth Science Camp: Two science and mathematics students are selected from each state to attend a month long program outside of Washington, D.C.

- Presidential Awards: A program to recognize outstanding elementary and secondary teachers of science and mathematics at the State and National level.

GEOGRAPHY, HISTORY AND CITIZENSHIP

Current Initiatives:

- Statewide geography clinics:

  - During the past 2 years, over 700 teachers attended Geography Clinics sponsored by the Maine Department of Education, The Maine Council for Social Studies, The Maine Center for Education and the National Geographic Society.

- The Maine Geographic Alliance:

  A consortium of K - university educators committed to enhancing the teaching and learning about geography!

  - Will offer a variety of professional development opportunities and quality curriculum materials.

  - Planning Grant Year: $100,000 budget per year: sponsored by the National Geographic Society, Business partners, U.S.M. and the Maine Department of Education.

  - Ten regional forums were sponsored by the MGA and attended by 200 teachers in 1992.

  - The Maine/Newsweek Assessment Project:

    * A pilot program providing performances assessment projects for grades 4, 8, and 11.

    * Printing Services provided by NEWSWEEK

* National Geography Awareness Week: sponsored by The National Geographic Alliance and the Maine Center for Education.

- Maine's Geography Bee: Sponsored by the National Geographic Society and the Maine Education Center; a statewide program involving students from grades 4 - 8. Colby College has provided their facilities for the state finals.

- All Maine students are required to take and complete awareness in U.S. History after high school level.

- National Center for the Study of History: A privately funded nonprofit educational institution promoting the study of history, the application of history in the workplace and in peoples' personal lives.

- Exhibition Programs of Maine: Sponsored by the Maine Humanities Council, the mission of the E.P.M. is to provide historic exhibition available to schools, universities and social agencies throughout Maine.

- Holocaust Human Rights Center of Maine: Provides curriculum materials, activities and summer institutes related to the holocaust and human rights issues throughout history and in the modern world.

- The Maine Commission on the Bicentennial of the United States Constitution: The organization distributes curriculum resources for middle and secondary U.S. History teachers and students throughout Maine.

- The Academic and Cultural Collaborative of Maine: Provides professional development opportunities to enhance and promote academic enrichment for teachers in history, geography and the arts.

- Founding Documents: Summer Institutes for teachers: These institutes provide an in-depth examination of the constitution and the Bill of Rights and Federalist Papers and equip teachers with the necessary knowledge and skills to teach....

- MEA - History content and skills are integral components of the social studies section of the MEA at grades 4, 8, and 11.

- Publications

  - *Maine's Claim to Fame: A Gallery of Personalities:* Provides a curriculum resource guide for teaching about famous people in Maine's and America's history. In each section of the guide, there are instructional strategies focusing on Maine history and chronologies to assist in teaching both Maine and U.S. History.

  - *Maine Speaks: An Anthology of Maine Literature:* This publication provides teachers with primary source documents, historic essays, and stories which enrich the teaching of history through literature. Using this publication as a base, week-long summer institutes, designed to engage teachers in teaching history and literature, were presented at Bates College in 1989-1990.

GOAL 5
Adult Literacy and Lifelong Learning

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Meaning of Goal #5:

Adult Literacy: The term "literacy" means an individual's ability to read write, and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

Lifelong Learning: Lifelong learning rests on the belief that learning occurs throughout life. Adults need access to individual and shared learning opportunities which will enable them to effectively gather and analyze the information necessary for attaining higher order solutions to increasingly complex problems. Adults also must have opportunities for individual and shared learning experiences. They require learning experiences to enhance their ability to contribute to the business of a free society; to develop an open and inquiring mind; and to expand their unique potentials for economic and social development, for creative leisure, and for self-actualization. Adults who have dropped from or have been overlooked by our formal educational system and who usually represent the poverty stricken and the functionally non-literate need especially designed practical basic education to more effectively function as workers, parents, responsible, citizens, consumers, users of leisure time, and continuing learners. The increasing number of older citizens need especially designed education to enable them to lead more meaningful and satisfying lives, to supplement their incomes through part-time or second or third careers and to contribute to the improvement of our communities. Middle-age workers need dynamic learning opportunities to train and retrain for the fast changing requirements of occupations and professions. Ninety percent of the twenty-first century work force is already employed. However, 50% of the jobs available today will be eliminated or so altered by technology as to require major retraining by the year 2000. Local social, political, and economic institutions need educational opportunities for their constituents that will help facilitate orderly growth, planned change, and continuing renewal. Community residents need opportunities to create a learning society capable of intelligent self-renewal and change.

What the Common Core of Learning states that is relevant to this goal:

A century and a half ago, schools faced a similar challenge as a primarily agrarian society made the transition to the industrial age that has sculpted the economic might of the United States. Those schools produced a relatively small proportion of decision makers and a large mass of workers who were compliant, basically literate in English, and able to perform repetitive tasks effectively and in isolation--factory model schools for an industrial economy. Until the 1950s, fewer than fifty percent of American students graduated from high school: our industries could absorb massive numbers of unskilled laborers. Without much more than an eighth grade education, large numbers of Maine workers succeeded in valued traditional occupations--farming, logging, and working on the sea or at the mill.

Today, however, demographic trends, technological change, and tighter international competition have changed the employment landscape. Many opportunities in the mills and factories, once the mainstays of local economies, are disappearing as firms close

plants, consolidate, or automate to survive. Since 1947, manufacturing jobs in Maine have declined from forty-four percent of the state's economy to twenty-two percent, and the decline continues as the service sector booms. The small number of children born in Maine, and indeed in the nation, during the last two decades will also influence the futures of our new arrivals. Ninety percent of Maine's labor force of the year 2000 is already working. Each year fewer young workers will enter the job market, and their required level of preparation for employment will rise as service and information industries create virtually all the new jobs and most of the new wealth in our state. Maine employers will seek qualified workers not only among the young, but increasingly among women not now employed, the elderly, and people with special needs.

Maine businesses, in need of literate workers with good problem-solving skills, are becoming alarmed at the lack of competency in reading, writing, and mathematics of entry-level workers. Here and across the nation, industrial jobs are changing shape, depending more on computers and other sophisticated machinery, requiring workers with greater flexibility and improved information management skills. With this increased demand for highly-skilled workers, the lack of such skills among the unemployed disqualifies most from these jobs.

The emerging jobs in service and information industries need workers who have learned how to learn. They need to know how to find and use information from libraries and other learning resources, not only for their employers' needs but for their own. Because service work is also people-oriented, those employees, more than ever before, will need to be able to work cooperatively with others and interact effectively with the public. Moreover, they will need to have completed high school and, for roughly three out of four new jobs, some education or training beyond high school.

Citizens will need to adapt quickly to change as the ever shorter life cycle of products, technologies, and industries result in more rapid obsolescence of their skills. They will change jobs an average of eight times during their working lives. As knowledge continues to multiply, information-management and computer-related skills will become tools of survival. (Common Core of Learning, 1990, pp.12-14)

Maine's most powerful tool for providing working adults the broader knowledge and skills needed to tackle new problem-solving responsibilities and the ability to rapidly adjust to new processes and technologies is the State's higher education complex--the University of Maine System (UMS) and the Maine Technical College System (MTCS). The challenge for these institutions is to more rapidly adopt changes in focus and structure that will allow them to serve the emerging needs of both Maine's traditional and non-traditional students. Like Maine industry, these institutions must depart from traditional approaches to providing higher education services and find new ways to meet the rapidly evolving needs of Maine citizens.
(Excerpts from the executive summary of ***The Productivity Imperative and the New Maine Economy*** produced by the Maine State Planning Office, Economics Division, under the direction of Richard H. Silkman, April, 1990.)

Objective: Every major American business will be involved in strengthening the connection between education and work.

Current Status:

* Information has been requested from the MAF and MDF concerning the number of business/education partnerships in Maine. I will have this information March 27

(Jean).

* Public school Adult Education Programs are involved with 47 business and industrial firms to provide instructional services to workers.

* The Maine Literacy Coalition, established to promote collaborations between literacy providers, labor and business and industry, is now in its fifth year with a membership of 300.

Current Initiatives:

* Maine Aspirations Foundation, a foundation with a board of primarily business leaders is committed to increasing personal expectations, academic performance, and expanding the educational, career, and personal choices of students.

* Public school adult education programs have developed contacts with 47 businesses and industrial firms to provide basic academic instruction (including English as a Second Language and work site specific skills to over 700 workers).

* Maine's Coalition for Excellence in Education is a coalition of business, educational, civic and legislative leaders, committed to promoting fundamental change in schools to assure that all students meet the outcomes outlined in Maine's Common Core of Learning.

* Champion Paper Company has awarded a major grant to the University of Maine at Farmington to establish a partnership between the university and school systems in developing curricula based on Maine's Common Core of Learning.

* UNUM has formed a partnership with school districts (Waterville, Windham, Winthrop, Fort Kent, and Union #96) to forge community/school partnerships which will work towards restructuring the school systems. UNUM has contributed the services of five employees for two days per month for five years and has made funds available for training.

* Aspirations Compacts, partnerships between businesses and schools, have been formed in communities.

* Maine businesses have contributed $ to the Maine Aspirations Foundation.

* Key Bank of Maine co-sponsored an aggressive media campaign addressing literacy at all levels. Called "Keys to Your Future" with Tim Sample as honorary chairperson, this project utilized promotional brochures, flyers and posters, along with radio and TV spots.

* The Guy Gannett Pro-literacy Project has awarded ___ grants totaling $ during the past 4 years to help local literacy initiatives.

* The Bangor Daily News established a Right to Read 800 telephone service. People wanting to develop their literacy skills can call the number and will be matched within 24 hours with a tutor or adult education service to meet their needs. The News also developed a 12-part series of study questions to help people prepare for the GED. The series has run in the newspaper twice and is available at no charge on computer disk. They also encourage employees to participate and provide scholarships for literacy volunteer training. Additionally, employees have visited several area schools to read their favorite children's books aloud to students and to model reading habits. Over 25

employees are involved in an ongoing Bangor Daily News-Fairmount School partnership project. During each summer, the Bangor Daily News sponsors the Family Reading challenge to encourage families to read a variety of printed materials and to think about and discuss the readings. Incentives are awarded to participants.

* Fleet Bank sponsors **Fleet Bank Youth Leaders** program each year. This program encourages groups of middle school age students to develop community service programs and provides an annual conference for these leaders. This conference is facilitated by Department of Education consultants.

* The daily newspapers in Maine provide total funding for a state Newspapers in Education program administered by the Department of Education. Through this program, 40-60 teacher workshops each year are held to translate educational research and trends into classroom practices. Additionally, newspapers are soliciting business sponsorships to financially support the purchase of classroom materials. The primary goal for this program is to develop lifelong literacy and citizenship. This business-education partnership is 28 years old.

* Two national workplace literacy grants have been awarded to Sanford Adult Education and the South Paris, Bethel, Mechanic Falls, and Rumford area adult education programs who are in partnership with area business and industrial firms.

Objective: All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

Current Status:

* UNUM Life sponsored a study of basic skill requirements of their non-exempt jobs in 1991. Conducted by three teachers, with training provided by UNUM and modeled after a similar study conducted in NY under the direction of Willard Daggett, the study found a high correlation between the skill competency required in the jobs observed at UNUM and the competency, foundations skills and personal qualities required of jobs reviewed nationally by the "SCANS" research team. It also found a good correlation between the jobs observed at UNUM and the skill levels proposed by the Common Core in the following areas: reading, writing, listening/speaking for information and critical analysis and evaluation, math, working as a member of a team and manual dexterity. However, it found that the Common Core requires lower levels of competency as compared to the jobs surveyed in the areas of reasoning, using information systems, setting priorities, and personal work skills and behaviors. *(Skill Requirement Study: UNUM Life, 1991).*

* During the 1989-90 fiscal year the following Carl D. Perkins Adult Vocational Education Training and Retraining Grants were developed and delivered by local Adult and Community Education Programs: Certified Nurse's Assistant, Pharmacology Home Health Aide, Entrepreneurship Training for Small Business, Career Seminars for Disadvantaged Adults, Licensed Practical Nurse, Maine Guide Training, Community Employment Project, Commercial Truck Driving, Heavy Equipment Operator, Advanced Accounting, Chemistry for Medical Providers, Welding, Boiler Repair, Electrical and Plumbing Maintenance, Computer Application for Business and Industry. Over 100 Carl D. Perkins Grants have been offered during the past two years and the adult student enrollment is close to 20,000. *(Performance Report Maine Public Schools, 1991)*

* An assessment of language and math skills of 936 workers in York and Cumberland counties indicated lack of mastery in language and math skills of 25% to 44% from the 6 to 9 grade level. (Phillips and Company, Inc. 1991)

* Approximately 100,000 Maine adults are functionally illiterate based on the 1980 census figures on years of school completed for adults 25 and over.

* Thirty to 65% of inmates of county and state correctional facilities do not have a high school diploma. The average reading achievement is between the 6 and 8 grade reading level.

* The Maine Task Force to Study Homelessness reported in 1986 that an estimated 10,000 people are homeless each year. Sixty percent of the homeless individuals entered into the Maine Housing Authority's NOHOME database from December 1989 to June 1990, had educational levels of eleventh grade or less. A 1988 survey of 280 clients in the York County shelters indicated 68% did not finish high school.

Current Initiatives:

* One hundred and twenty two school units participate in activities under the State of Maine's Adult Education Act to provide learning opportunities for adults. Services rendered are as follows:

* The Maine Adult Correctional Education Task Force has involved state and county correctional facilities in developing new programs and enhancing existing educational programs. In 1988, only four county jails maintained adult educational services for inmates. In program year 1991-1992, 15 jails now have educational services on a regular basis. Enrollment in all facilities has increased from 529 in 1988 to 1,404 in 1991.

* In 1991, 575 homeless adults participated in academic and/or life skills instruction at 35 shelter-based sites in seven areas of the state.

* The Maine Chapter of the American Society for Training and Development is currently collecting data regarding the state of human resource development. The organization's membership has tripled in the past four years, reflecting the increased attention businesses are giving to training.

* Many businesses have worked in cooperation with the local adult education programs to provide educational opportunities to their employees. Digital and Hussey Seating are two examples.

Objective: The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

Current Status:

* The Veteran's Education Program in the Department of Education has published a *Directory of Schools and Training Establishments Approved for the Educational and Training of Military Personnel, Veterans and Dependents.* It lists and describes programs in the following categories:

    - Schools offering high school level programs
    - Art Schools

- Business Colleges
- Colleges and Universities
- Cosmetology Schools
- Medical Schools
- Theology Schools and Colleges
- Technical Colleges
- Other Specialty Schools
- In-State Branches of Out-of State Colleges
- On-the-job Training Programs

* Maine's adult high school completion programs are offered in 159 locations throughout the state. They provide easy, low cost access to adults for the completion of their high school requirements. Often operating as an extension of the regular high school, these programs provide two routes to the high school credential for adults: the traditional high school diploma with regular course requirements and the General Educational Development Test. *(Performance Report Maine Public Schools, 1991)*

* Adult high school diploma programs are operated under the auspices of local school systems. Each course is a minimum of 45 hours of instruction. An option within the adult high school diploma program is the External Credit Option (ECO). This option helps to minimize barriers such as child care. travel. and tire constraints and is frequently used in conjunction with regular adult classes. *(Performance Report Maine Public Schools, 1991)*

* Students who have learned how to use the school or public library score 266 in reading, while those who haven't learned to use the library score 176. *(MEA, Grade 4, 1991)*

* Slightly more than 1,000 adults earned high school diplomas in the 1989-90 fiscal year. *(Performance Report Maine Public Schools, 1991)*

* In the 1989-90 fiscal year, 3,407 students earned their high school credentials through successfully completing the General Educational Development exams in math, science, social studies, literature, and essay writing. This was an all-time high for Maine. The tests were offered in 109 locations during the 1989-90 fiscal year. *(Performance Report Maine Public Schools, 1991)*

Current Initiatives:

* Maine's Interactive Television Community College

Objective: The proportion of those qualified students, especially minorities, who enter college; who complete at least two years; and who complete their degree programs will increase substantially.

Current Status:

* The percent of high school seniors going on to post-secondary institutions has risen from 45% in 1980 to 57% in 1988, but Maine still has a low proportion nationally. *(Maine Watch -- Special Report: Maine's Progress Toward a Sustainable Future. 1990, p26)*

* Eleventh graders taking the Maine Educational Assessment responded to a question about their plans after high school in the following way:

	1989	1990
Full-time job	13%	11%
Trade or Vocational School	14%	14%
Two-year College	14%	14%
Four-year college	49%	53%
Armed services	8%	8%

(MEA reports 1989, 1990)

* Performance of Students in Non-College Courses: The MEA has focused significant attention on the academic preparation of students who are enrolled in non-college preparatory courses. The following chart shows the performance differences between college-bound and non-college bound students. Although students in these courses are able to respond to 50 to 60 percent of questions correctly, concern is raised about the adequacy of this performance in today's high technology work place. Since Maine's future economic development is contingent on a highly skilled work force, high school programs must change. The Common Core of Learning, which will affect school programs from elementary level through high school, is designed to guide this school improvement effort. (Insert chart on page 4). *(Performance Report Maine Public Schools, 1991)*

* Achievement of College Bound Students: Performance on SAT: Maine college bound seniors scored better than the national average on the verbal section of the SAT given in 1990. On the math portion of the SAT, Maine seniors maintained the same average as last year. Maine seniors averaged 423 on the verbal section of the test. The national verbal average was 424. The Maine 1990 math average was 463. The national math average was 476. (This information is contradictory!) *(Performance Report Maine Public Schools, 1991, pp.5)*

* Sixty percent of Maine's approximately 15,700 high school seniors took the SAT, up a point from 1989. Nationally, 40% took the SAT.

* For the past 11 years, Maine male verbal SAT scores have been higher than those of Maine females (females recorded a higher average in 1979). During the same time period nationally, male verbal SAT scores have been higher by an average of five points. The difference in 1990 was five points.

* In 1990, male verbal scores were down an average of ten points to 427 and female scores were down an average of six points to 420 from the previous year.

* From 1979 to 1986, national male verbal SAT scores were higher than Maine male scores by an average of two points. In 1987, for the first time, the Maine male SAT average exceeded the national male average by three points. The national male average was two points higher in 1990.

* In each of the past 11 years, Maine female verbal SAT scores have been higher than the national female scores in each year -- by an overall average of five points per year.

* During the past 11 years, male math SAT scores have been higher than those of females by an average of 44 points. The difference in 1990 was 46 points.

* In 1990, the male math average for seniors in Maine was down six points to 484. The female average remained at 444, the same average as in 1983. *(Performance Report Maine Public Schools, 1991)*

* In 1990, 2,111 Maine high school seniors, representing 24% of the number who took the SAT, took at least one Achievement Test. Nationally, 20 percent who took the SAT also took one Achievement Test.

* In 1990, 14 percent of all Maine graduates took at least one Achievement Test, twice the national average.

* Students who took at least one Achievement Test earned 3AT scores well above the state average in both verbal (506 compared to the state average of 423) and math (557 compared to the state average of 463).

* Achievement Test scores for Maine seniors had been rising sharply in recent years before leveling off in 1988. During the same period, the proportion of Maine students taking the SAT and recording scores in at least one Achievement Test has fallen sharply. In 1979 56% of all SAT takers took at least one Achievement Test. In I 990 the percentage was less than half that figure.

* The four most frequently taken Achievement Tests in 1990 were English composition (1,908), Mathematics Level I (1,402), American history (569) and Biology (552). *(Performance Report Maine Public Schools, 1991 pp.5)*

* According to the most recent data available (1980 Census), the educational attainment of Maine's population is significantly higher than that of the nation. In Maine, the percent of population completing 12 years of school with no education beyond grade 12 is 39.4. For the nation it is 34.6. The percent of high school graduates in Maine's population is 69.1. That is 2.6 percentage points higher than the national figure of 66.5 percent. *(Performance Report Maine Public Schools, 1991 pp6)*

* However, in higher education Maine seems to lag behind the nation. The percent of Maine's population with four or more years of college is 14.4 compared to the national figure of 16.2. *(Performance Report Maine Public Schools, 1991 pp.6.)*

* Scholarship aid: "When students do go on, Maine has, until recently, been granted less scholarship aid than neighboring New England states. Recent increases bring Maine up close to the New England average." However, the per capita award of scholarships is 1/7 the national average. (Maine Watch--Special Report: Maine's Progress Toward a Sustainable Future; 1990)

Current Initiatives:

* Upward Bound

* Operation Opportunity, a partnership among Maine's educational providers (the Maine Technical College System, The University of Maine, the Maine Department of Education, and Maine Educational Services--a private, non-profit corporation) and the business community provide funds for adult education graduates to take two courses at the Technical College System or the University of Maine.

Objectives: The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

GOAL 6

Safe, Disciplined, and Drug-Free Schools

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Meaning of Goal #6

Every school will be free of alcohol and other drugs, harassment, prejudice, threat of violence, violence, and crime to ensure a "safe haven" for students and staff. Issues related to alcohol and other drugs, harassment, threat of violence, violence, and crime are woven throughout our society. The three leading causes of death for Maine adolescents, often alcohol related, are accidents, suicide, and homicide. Effecting change in Maine schools requires, at a minimum, community-based prevention efforts designed to bring about connectedness between home-school-community. The combined efforts of locally coordinated home-school-community prevention strategies will result in school environments conducive to learning. Adults, parents, and school staff need to be positive role models for children of all ages. The success of Goal #6 depends upon the knowledge, attitudes, and behavior of adults, as well as the empowerment of students to control their own lives.

Note: Goal #6 needs to be coordinated with other goals, especially Goals #1 and #2. The success of other goals will impact Goal #6 and vice versa.

Excerpts from the Common Core of Learning which are relevant to this goal:

Students with a common core of knowledge:

* Understand and practice self-care health skills, including good nutrition, safety and first aid, and avoidance of alcohol, tobacco, and other drugs.
* Understand the nature and roots of prejudice in themselves and others, as well as the ways prejudice contributes to injustice and oppression.
* Know how to prevent or control diseases and disorders, including HIV (AIDS) infection.
* Understand the role of daily physical activity in contributing to personal health and well-being.

Objective: Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.

Current Status:

* Ninety-nine percent (99%) of Maine's Local Educational Agencies have an alcohol and other drug policy in place.
* Two percent (2%) of student in grades 5-12 reported school as the place where they most often used alcohol and other drugs.[1]
* Ninety-eight percent (98%) of Maine students in grades 5-12 reported they have never used a needle to take any illegal drug.[1] In grades 7-12, 97.7% of the student athletes

said they had never used a needle to take an illegal drug.[3]

* Approximately 36% of Maine student athletes in grades 7-12 reported it would be very or somewhat difficult to get help for themselves or a teammate whose alcohol/drug use they were concerned about. Only 27.7% reported it would be very easy to get help.[3]

* Eighty-eight percent (88%) of student athletes in grades 7-12 reported they had never practiced or played a game while under the influence of alcohol/drugs.[3]

* Seventy-eight percent (78%) of Maine students in grades 5-12 reported it is fairly easy or very easy to get alcohol. Forty-eight (48%) reported it is very or fairly easy to get marijuana.[1]

* Sixty-four percent (64%) of students in grades 5-12 reported they have never been drunk. An additional 15% have not been drunk in the last year.[1]

Current Initiatives:

* All Local Educational Agencies policies on alcohol and other drugs are being reviewed to ascertain if they are "firm and fair."

* Division manual on policy and procedures was revised in 1991 and will be distributed to school superintendents. *(state funded)*

* Training on alcohol and other drug policy and procedures are included in Student Assistance Team workshops, and to date 106 school building level Student Assistance Teams have been trained in the state. *(federally funded)*

Objective: Parents, businesses, *(schools) and community organizations will work together to ensure that the schools are a safe haven for all children.

Current Status:

* All Maine Local Educational Agencies have in place either school and community teams or Drug Free School and Community Regional Advisory Councils whose membership includes parents and other individuals representing the business community and community organizations. *(DFSCA Applications)*

* Fifty-six percent (56%) of students in grades 5-12 have never intentionally damaged something which did not belong to them. An additional 35% had not damaged something in the past year.[1]

* Fifty-five percent (55%) of students in grades 5-12 reported they have never taken things from someone else. An additional 34% had not taken anything in the past year.[1]

* Nearly 45% (44.7%) of students in grades 3-6 (N=923) in the six schools participating in the K-8 Alcohol/Drug Primary Prevention Leadership Program reported they had never been in a fight in school. An additional 24% had not been in a fight in the last year.[2]

* If a close friend or family member had a problem with alcohol or other drugs, 30.6% of students in grades 3-6 would definitely not or probably not talk to a peer about it, 13.6% would definitely not or probably not talk to a parent, 31.9% would not talk to a teacher, 32.7% would not talk to a school counselor, 38.9% would not talk to a school

Agencies teams trained plus an additional twenty-four (to total 76%) Local Educational Agencies have participated in some aspect of the program. This training incorporates issues of discrimination in the school setting.

* State of Maine data reveals a clear indication that use of cigarettes is associated with the use of beer; that a strong relationship exists between the use of beer and wine/wine coolers; and the more often students consume alcoholic beverages the more likely they are to drink for greater effect, that is to feel a lot or get really drunk. [1]

* Maine has a comprehensive school health education curriculum mandate (K-12).

Current Initiatives:

* Thirteen (13) Healthy Me/Healthy ME pilot sites with guidelines that include nonviolent conflict resolution under one of the primary prevention health skills and a family/community involvement component. *(locally/federally funded)*

* Three (3) early childhood demonstration sites which incorporate a strong home-school-community connectedness plus the High Scope curriculum and training. *(state funded FY '92, no funding in FY '93)*

* Family Life Education Teacher training is a forty-five hour course that covers primary prevention skills, family violence, and issues of discrimination. Thirty Local Educational Agencies have received training. *(federal funds)*

* The K-8 Alcohol and Other Drug Primary Prevention Leadership Research Program focuses on a comprehensive Kindergarten through eighth grade alcohol and other drug prevention and education program, and providing students and staff with an individualized plan for prevention and education in each school site. The current status is that it is in year three (3) of a five (5) year longitudinal evaluation.

* Maine School Site Health Promotion Program/Conference is in its seventh (7) year. *(local/private funding)*

* A task force has been working over the past ten (10) months to meet the requests of both legislation and Maine State Superintendents requests for a document which helps describe classroom instructional materials for teaching alcohol and other drug education. This document will help focus material where it is most beneficial and help to eliminate the overlap of time, money, and energy that schools use when making decisions about what to use for classroom instruction.

[1] Blunt, Barrie E. Final Report. The 1988 Maine Drug and Alcohol Assessment. March, 1989.

[2] DATA BASE. K-8 Alcohol/Drug Primary Prevention Leadership Program. Second Year Evaluation Report. Unpublished data. 1991.

[3] Division of Alcohol and Drug Education Services. Maine Student Athlete Alcohol and Other Drug Use Assessment. Unpublished Tabulated Results. September, 1991.

[4] Rosenbaum, D.P. et. al. Second-Year Evaluation of D.A.R.E. in Illinois. Illinois State Police. D.A.R.E. Bureau. Springfield, Illinois.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER FIVE: MAINE'S COMMON CORE OF LEARNING

Applied Technology and Vocational Education

Work without Hope
draws nectar in a sieve,
Hope without an Object
cannot live.
--SAMUEL TAYLOR COLERIDGE

The quality of Maine workforce in the twenty-first century depends upon the skills and understanding of the people working. To work productively, we need to understand how a workplace functions, how the people, tools, materials, and precesses interact. We need also to understand the impact these interactions have on human society.

Our labor markets and society in general are changing at an accelerating pace. The number of Maine residents in the labor force is declining and will continue to decline over the next several decades. Most workers will change jobs many times throughout their working lives. To thrive in this changing world, individuals need skills for personal relationships and growth, skills that offer a broad range of personal and work choices.

Students with a common core of knowledge:

PERSONAL AND GLOBAL STEWARDSHIP

Have a basic understanding of the changing roles of men and women in an increasingly diverse society

Are aware of their individual interests, aptitudes, skills, and values in relation to demands of the work place; set goals for future work and understand the necessary preparation

Recognize the value of dependability, productivity, and initiative in all areas of life, including the world of work

Understand work both as a means of economic survival and as an important source of personal identity and satisfaction

Have ability to make informed career and life choices

Have a basic knowledge of the development of modern technology and its effects on people, human culture, and the environment

PERSONAL AND GLOBAL STEWARDSHIP (cont.)

Have a basic knowledge of work -- careers, occupations, jobs, and the structure and functions of the labor market (national, state and local)

COMMUNICATION

Use language, written and verbal, to work cooperatively and effectively with others

REASONING AND PROBLEM SOLVING

Can solve problems by:

Observing carefully
Defining problems and framing useful questions
Creating experiments or designing solutions
Gathering, selecting, and analyzing data
Testing more than one solution
Justifying strategies and solutions
Applying strategies and solutions to new situations

THE HUMAN RECORD

Have a working understanding of the concepts, processes, and systems of technology through time, and of the safe and effective application of tools, materials, and machines

IMPLICATIONS FOR TEACHING

Applied technology and vocational educators have a wealth of knowledge and skill in teaching methods that require youngsters to solve real problems. They structure learning situations to link the abstract with the concrete, motivating students by showing them the relevance of each task. Students are coached to explore the natural connections among subject areas and thus become active learners.

IMPLICATIONS FOR TEACHING (cont.)

Applied technology and vocational educators, therefore, have a special role to play in helping Maine schools achieve the vision set out in the Common Core. If "academic" and "vocational" teachers are brought together in interdisciplinary teams, the distinctions between these courses will be erased and creative use of all members' expertise in pedagogy and curriculum can be made. As a result, all students can be helped to reach Common Core outcomes more effectively as they see connections between their theoretical learning and the practical research and design problems they are asked to solve. They will also be helped to link the activities of school and work as they study the application o their developing knowledge, skills, and attitudes to careers.

Vocational-technical facilities can serve as laboratories for all students, with instructional teams creating learning experiences that integrate concepts and practices across curriculum areas.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER SIX: OBJECTIVES OF COOPERATIVE EDUCATION PROGRAMS

Upon completion of this course, the student should be able to:

1. Describe the benefits of cooperative education for students and employers
2. Explain what schools and coordinators expect of cooperative education students
3. Explain what an employer expects of a cooperative education student worker
4. Identify things which promote good working relationships with supervisors and co-workers
5. Determine how good a listener he/she is and how to improve listening skills
6. Identify ways to improve speaking skills, both over the telephone and in direct conversation
7. Write business letters, memorandums, and reports
8. Perform basic math operations and figure percentages
9. Explain how to count change correctly
10. Explain the difference between gross pay and net pay, and describe deductions that may be made from paychecks
11. Explain how health habits, grooming habits, and clothes influence a person's appearance and how he or she is viewed by others
12. Describe the causes of accidents on the job
13. Explain what the Occupational Safety and Health Administration does to protect workers on the job
14. Identify things workers can do to avoid and prevent accidents
15. Describe how interests, aptitudes, and abilities relate to career decisions
16. List several personality traits and explain how they may influence career choices
17. Explain how identifying one's values, goals, standards, and resources can lead to better self-awareness
18. Discuss the many different types of career clusters
19. Describe the wide range of jobs within career clusters
20. Identify careers and occupations that interest him/her
21. Explain how to research careers and occupations
22. Evaluate careers based on education requirements, working hours, working conditions, and pay
23. Explain how to find job openings
24. Prepare job resumes and letters of application
25. Fill out job application forms correctly
26. Explain why employers give pre-employment tests

27. Describe the types of pre-employment tests commonly given to prospective employees
28. Prepare for pre-employment tests
29. Explain how to make a good impression on the interviewed during an interview
30. Describe the factors to consider before accepting a job offer
31. Explain the purpose of job performance ratings
32. Describe the best way to go about changing jobs
33. Cite reasons most employees are fired from their jobs
34. Explain the pros and cons of union membership
35. Describe our economic system
36. Compare the three forms of business ownership
37. Describe the responsibilities involved in managing a business
38. Explain the advantages and disadvantages of starting one's own business
39. Select banking services and financial institutions that best meet his/her needs
40. Endorse, deposit, and write checks correctly
41. Balance a checkbook
42. Describe the special types of checks that can be used in place of personal checks and cash
43. Explain the two basic types of savings plans
44. Prepare a budget for wise money management
45. Compare different types of investments
46. Explain the advantages and disadvantages of using credit
47. Identify the different types of credit
48. Determine the types of auto insurance coverage he/she needs
49. Describe the three types of health insurance coverage
50. Summarize the two basic types of home insurance coverage
51. Describe the different types of life insurance and the purpose of each
52. Identify the various services and facilities provided by tax dollars
53. Describe how consumers are taxed and the types of taxes they pay
54. Explain how to file a federal income tax return
55. Describe the purpose of the social security program and the benefits it provides
56. Describe the two major categories of law
57. Summarize the Fair Labor Standards Act and the provisions it covers
58. Explain how to select and deal with a lawyer
59. Describe the steps to take to get a consumer problem solved

60. Explain the different types of leadership
61. Describe the qualities of a good leader
62. Explain the order of business most organizations follow
63. Explain how to make a motion, amend a motion, and table a motion
64. Describe the two methods most groups use to nominate and elect officers

COOPERATIVE EDUCATION CURRICULUM

CHAPTER SEVEN: SUGGESTED GENERAL RELATED SUBJECT IN COOPERATIVE EDUCATION*

CURRICULUM

I. Cooperative Education
   - A. Explanation of program
   - B. What the school expects
   - C. What the employer expects

II. Work Skills
   - A. Safety on the job
   - B. Communication
   - C. Math
   - D. Personal appearance

III. Career Planning
   - A. Self awareness
   - B. Learning about careers
   - C. Researching careers
   - D. Career decisions

IV. The job hung
   - A. Applying for jobs
   - B. Pre-employment tests
   - C. Job interviews

V. Consumer responsibilities
   - A. Banking service
   - B. Managing cash and credit
   - C. Insurance
   - D. Understanding taxes
     1. Preparation of federal tax
     2. Preparation of state tax
   - E. Social security
   - F. Legal matters
   - G. Techniques for purchasing an automobile

* FROM SCHOOL TO WORK, The Goodheart-Willcox Company, Inc. Activity Guide

VI. Leaders and followers
- A. Leadership skills
- B. Participating in meetings

VII. Job satisfaction
- A. Succeeding on the job
- B. Succeeding in our economic system

VIII. Civic and social responsibilities
- A. Political responsibilities
  1. Awareness of current issues
  2. Voting
- B. Driving, drinking, drugs

IX. Technical-related research
- A. Individualized reports
- B. Specific job-related information

COOPERATIVE EDUCATION CURRICULUM

CHAPTER EIGHT: SAMPLE COURSE OUTLINE FOR COOPERATIVE EDUCATION*

ORIENTATION

Rules and Regulations
Completion of paper work

PART ONE: PLANNING YOUR FUTURE

UNIT 1 THE WORLD OF WORK

Choices and challenges
Lifestyles and careers
Career decision-making

UNIT 2 GETTING TO KNOW YOURSELF

Your lifestyle goal
Your values
Your interests
Aptitudes and abilities
Your personality

UNIT 3 RESEARCHING CAREERS

Exploring careers
What to research
How to research

UNIT 4 PLANNING FOR SUCCESS

Evaluating your choices
Making a decision
A plan of action

* Succeeding in the World of Work, Kimbrell & Vineyard, McKnight & McKnight Glencoe Publishing Co.

PART TWO: ENTERING THE WORLD OF WORK

UNIT 5 FINDING AND APPLYING FOR A JOB

Finding job openings
Applying for a job
The interview

UNIT 6 YOU, YOUR EMPLOYER, AND YOUR CO-WORKERS

Your attitude
Your employer's expectations
What you can expect
Getting along with co-workers
If you lose your job

UNIT 7 PROGRESS TOWARDS YOUR CAREER GOAL

Pay raises
Promotions
Changing companies

UNIT 8 YOUR PERSONAL EFFECTIVENESS

Self-improvement
Influencing others

UNIT 9 YOUR PERSONAL SAFETY

Any place, any time
The true cost of accidents
Causes of accidents
Government agencies

PART THREE: DEVELOPING YOUR SKILLS AND UNDERSTANDING

UNIT 10 COMMUNICATION SKILLS

The communication process
Listening skills
Speaking skills
Reading skills
Writing skills

UNIT 11 MATH SKILLS

Reviewing basic skills
Using a calculator

UNIT 12 COMPUTER LITERACY

Computers in everyday living
The development of computer technology
Data processing
Software
Computer programming

UNIT 13 THE CHANGING WORK PLACE: OUR ECONOMIC SYSTEM

Understanding economic systems
Free enterprise
Your role in the system

UNIT 14 BECOMING AN ENTREPRENEUR

Planning a business
Operating a business

UNIT 15 LEADERSHIP IN THE WORLD OF WORK

What makes a leader
Conducting meetings

PART FOUR: BECOMING A WISE CONSUMER

UNIT 16 YOU, THE CONSUMER

Influences on buying
Responsible buying
Types of fraud
Protecting customers' rights

UNIT 17 MANAGING YOUR MONEY

Planned spending
Dealing with changes and problems
Getting help

UNIT 18 BANK SERVICES: SAVINGS AND CHECKING

Saving your money
Your personal checking account
Special checks and money orders

UNIT 19 USING CREDIT

What is credit
Types of credit
Applying for credit
Credit costs

UNIT 20 BUYING INSURANCE

Understanding insurance
Automobile insurance
Health insurance
Life insurance
Property insurance

PART FIVE: MEETING YOUR ADULT RESPONSIBILITIES

UNIT 21 HANDLING LEGAL MATTERS

The legal system
Contracts
Criminal law
Using legal services

UNIT 22 PAYING TAXES

Understanding taxes
Filing income tax returns

UNIT 23 SOCIAL SECURITY SERVICES

How it works
Types of benefits
Your social security number
The future of social security

UNIT 24 YOUR CHANGING ROLE

On your own
Stress

COOPERATIVE EDUCATION CURRICULUM

CHAPTER NINE: RELATED TECHNICAL INSTRUCTION

DESCRIPTION

Technical instruction relates to specific on-the-job training. When students receive training in a common area, the technical information may be taught in group instruction. If students are training in different occupations or at different levels, individualized instruction would be more effective.

The individualized instruction should be developed jointly by the coordinator, employer and student. There are information and study guides available to simplify the development of individual units.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER NINE: RELATED TECHNICAL INSTRUCTION

METHODS OF DELIVERY

A. Related texts, books, manuals, trade journals, magazines

B. Other related school classes

C. Community resources

D. Employer sponsored instruction

E. Adult education classes

F. Vocational classes

G. Audit visual

H. Computer

I. Job shadowing

J. Role Playing

K. Individual conferences

L. Special student projects

M. Record keeping

N. Competency testing

O. Independent study

COOPERATIVE EDUCATION CURRICULUM

CHAPTER NINE: RELATED TECHNICAL INSTRUCTION

Objectives of Related Technical Instruction

The objectives of related technical classes for Cooperative Education Programs are (1) to provide technical instruction directly related to the daily work experiences of students; (2) to provide a background of technical and auxiliary information that will enable the student-learner to advance in a chosen field of work; (3) to create desirable attitudes on safety awareness on the part of the student toward work, school, and society; and (4) to develop leadership abilities of the student.

Because of the diversity of occupations in the program, and the difficulty of locating teacher-coordinators with experience in all the training fields, the related instruction will require regular, detailed attention and constant effort to improve it.

Occupationally related instruction. Each student devotes from 40 to 60 percent of the instructional time to supervised study of content directly related to an occupational objective. An individual course of study is tailored to specific job requirements, as determined by a job analysis made by the employer and teacher-coordinator, and is coordinated with the practical experience to be received on the job. Each student works independently and progresses in accordance with individual ability.

Group instruction. Approximately 40 to 60 percent of the total instructional time is devoted to group instruction and activities designed to orient and adjust students to employment conditions and to develop proper attitudes toward the school, employment, and social and civic relationships.

CHAPTER NINE: RELATED TECHNICAL INSTRUCTION

Supervised Study

The supervised study plan, such as that used in related technical classes, is the only practical method of providing related instruction to a group engaged in varied occupations. This plan uses individualized instruction that presents the technical material as an assignment.

The supervised study plan has several advantages.

1. It uses flexible study courses that permit a choice of lessons more closely related to the daily work experiences of the student-learner.

2. It provides study courses built or adapted to fit local procedures and practices.

3. It provides a teacher-coordinator with sufficient understanding of trade practices to assist the student on problems too difficult to solve alone.

4. It provides additional media of learning, such as audio-visual devices.

5. It permits immediate checking and grading of the student's written work.

6. It presents more opportunity for student motivation.

Supervised Study

In supervising the study of several class members, the teacher-coordinator has a number of duties. Merely opening and closing the class and maintaining order are not sufficient. The duties of the teacher-coordinator in supervising related studies include --

1. Assigning (or assisting the student in selecting) an appropriate lesson.

2. Assisting students in interpreting the questions and problems.

3. Offering suggestions as to sources of information.

4. Giving illustrations, demonstrations, analogies, and applications of difficult technical topics.

5. Assisting the students in various phases of writing and problem solving -- such as technical terms, punctuation, spelling, and mathematics.

6. Offering encouragement and developing in the students an appreciation of thoroughness, accuracy, and neatness in their related studies.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER TEN: STUDENT SELECTION PROCESS (TBD)

This chapter needs to be developed at a later date by Maine's Cooperative Education Instructors.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER ELEVEN: JOB SITE DEVELOPMENT

OVERVIEW

The acquisition of appropriate job sites is crucial to the success of any co-op program. Since the co-op concept may be unfamiliar to many people in a given area, the coordinator must make himself/herself and the program known to as many businesses as possible. The importance of thoroughly evaluating the training station cannot be overstated in order to ensure a **safe** and **appropriate** working situation for the co-op student.

COOPERATIVE EDUCATION CURRICULUM

CHAPTER ELEVEN: JOB SITE DEVELOPMENT

COORDINATOR COMPETENCIES

1. Establish a list of area businesses by utilizing Chamber of Commerce membership lists and municipal office lists.

2. Make personal contact with businesses to introduce yourself and the co-op program.

3. Leave co-op program description with business contact person.

4. Evaluate potential training station for the following:

    a. opportunities for students to acquire skills and abilities necessary for future employment in a specific area

    b. safe working conditions and equipment in compliance with Maine and Federal laws

    c. attitude of business personnel toward jobs performed and toward student workers

    d. willingness to help develop a training plan for a potential student worker

COOPERATIVE EDUCATION CURRICULUM

CHAPTER ELEVEN: JOB SITE DEVELOPMENT

FACTORS TO CONSIDER

The training station is the business firm where the student receives practical training experiences. The employer is the person associated with the training station who hires the student, approves the training plan, and supervises on-the-job training. Frequently, supervision of the student's work training is delegated by the employer to a subordinate, such as a foreman or experienced employee. Such a person is usually referred to as a training sponsor and is the one with whom the coordinator confers in correlating the student's related studies and work training experience.

The chief factor in selecting a particular training station in any particular occupation is the attitude of the employer and employees of the firm toward the cooperative training plan, and their willingness to provide well-rounded learning experiences. The employer must understand that the student-learner is to be transferred from one job process to another upon reaching proficiency level required for satisfactory performance in the occupation. The purpose of this rotation is to provide well-rounded training for the student-learner. The responsibility of the employer goes much further than merely providing the student-learner with a job. In addition to the above, several other factors should be considered y the coordinator in placing students in a particular training station.

1. Respectability and responsibility of the employer
2. Training equipment available
3. Competence of employees
4. Volume of business
5. Variety of work available for training
6. Wages to be paid student-learner
7. Company policies toward student-learner
8. Standards of workmanship to be met
9. Degree of specialization required
10. Employer-employee relationship existing

UNDESIRABLE STATIONS

A large shop doing a large amount of work may not be the most desirable training station. If the employees work on a piece-rate basis, and no special training facilities are set up, the beginning employee may receive very little training. It may be a case of the student-learner having to steal his trade knowledge. Usually, if employees work on a piece-rate basis, their attitudes toward training beginners is not the best.

Each training station should be studied thoroughly before placement is made. Training stations at a remote location from the community should be avoided. There are certain state regulations concerning the employment of minors that must be complied with -- such as the state liquor laws. In questionable cases, the coordinator should consult with the area consultant before placement of a student.

* Industrial Cooperative Training Handbook - Center for Curriculum Development, University of Texas at Austin, 1982

COOPERATIVE EDUCATION CURRICULUM

CHAPTER ELEVEN: JOB SITE DEVELOPMENT

SUGGESTED COOPERATIVE VOCATIONAL EDUCATION EVALUATION OF TRAINING STATION FORM

Name of Business _____

Address of Business _____

Contact Person _____

Title of Contact Person _____

Telephone Number _____ Type of Business _____

Date _____

THE TRAINING STATION/EMPLOYER:		YES	NO
1.	Relates training to the career objective of the student-learner	___	___
2.	Shows an interest in providing instruction for the student-learner while he/she is on the job	___	___
3.	Expresses the desire to provide learning experiences which are comparable with the student-learner's capabilities and interests	___	___
4.	Indicates the desire to assist in the development of a training plan for the student-learner	___	___
5.	Provides time for periodic conferences concerning the student-learner	___	___
6.	Works closely with the student-learner or provides an employee who has the technical and personal qualifications, understanding, interest and time to offer guidance and instruction to the student	___	___

SUGGESTED COOPERATIVE VOCATIONAL EDUCATION EVALUATION OF TRAINING STATION FORM

		YES	NO
7.	Provides a **safe** and accessible environment **appropriate** and beneficial for a student-learner	____	____
8.	Provides reports pertinent to the Cooperative Vocational Education Program: attendance; evaluation of work skills; personal growth and development of positive employee traits; etc.	____	____

		YES	NO
9.	Observes all State and Federal Laws relating to the employment of student-learners	____	____
10.	Uses **safe** and up-to-date equipment	____	____
11.	Observes Federal and State **safety** laws, rules, regulations	____	____
12.	Agrees to work/school schedule **appropriate** for the student-learner	____	____
13.	Agrees to pay the student-learner wages commensurate with other entry-level workers	____	____
14.	Demonstrates non-discriminatory hiring policies and employment practices	____	____

COOPERATIVE EDUCATION CURRICULUM

CHAPTER ELEVEN: JOB SITE DEVELOPMENT

SUGGESTED COOPERATIVE VOCATIONAL EDUCATION EVALUATION OF TRAINING STATION FORM

OVERALL EVALUATION:

ACCEPTED: _____

WHY: _____

REJECTED: _____

WHY: _____

It is the policy of the school district that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap should be discriminated against, excluded from participation in, denied the benefits of or otherwise be subjected to discrimination in any program or activity.

Industrial Cooperative Training Handbook - Center for Curriculum Development, University of Texas at Austin, 1982

CHAPTER TWELVE: SAMPLE STUDENT WORKER EVALUATION FORMS

Employer Evaluation of Student Worker

Worker's Name _____

Business Name _____

Please help the above-named student/worker be more productive by completing this evaluation. The results will be discussed with the student/worker and will be used in determining his/her school report card grade, assigning credit, and developing work habit concepts.

Directions: Place the letter grade using the following code in the appropriate box:

A = Excellent
B = Very Good
C = Good, but could improve
D = Needs improvement
E = Not acceptable
N/A = Not applicable or Not Observed

	EVALUATIONS			
	1st	2nd	3rd	4th
1. Works every day scheduled. Reports to work on time.				
2. Communicates about and is cooperative on schedule changes. Helps out whenever and wherever needed.				
3. Shows interest in learning new job assignments and in improving current performance.				
4. Cooperates and works well with co-workers and supervisors. Courteous and eager to help customers.				
5. Cares for tools, equipment, supplies, and goods.				
6. Dresses properly and **safely** for the job.				
7. Displays confidence in him/herself.				
8. Follows directions with care.				
9. Does quality work and completes it on time.				
10. Work performance demonstrates sufficient knowledge in reading, writing and/or arithmetic to progress in this career.				

Employer Evaluation of Student Worker

Evaluator's Name (Please Print)

TITLE SIGNATURE DATE

1st eval. _____

2nd eval. _____

3rd eval. _____

4th eval. _____

Comments and explanations:

CHAPTER TWELVE: SAMPLE STUDENT WORKER EVALUATION FORMS

Student Evaluation Form

Student: _____ Work Station: _____

Occupation: _____ Supervisor: _____

EVALUATION SCALE:

NA - Not applicable
1 - Fail, performs below minimum for acceptance
2 - Marginal, performs below position requirements
3 - Average, performs position requirements adequately
4 - Above average, performs above position requirements
5 - Outstanding, performs well in excess of requirements

WORK BEHAVIORS COMMENTS	1st TERM	2nd TERM	3rd TERM	4th TERM
1. Punctuality				
2. Attendance				
3. Telephones When Absent				
4. Ability to Follow Directions				
5. Quality of Work				
6. Interest in Work				
7. Efficient Use of Time				
8. Judgement				
9. Ability to Work with Others				
10. Ability to Work with Supervisor				
11. Relations with Customers/Public				
12. Initiative				
13. Accepts Criticism				
14. Cooperation				
15. Proper Dress				

Student Evaluation Form

WORK BEHAVIORS COMMENTS	1st TERM	2nd TERM	3rd TERM	4th TERM
16. Cleanliness and Grooming				
17. Maintenance of Work Area				
18. **Safety** Consciousness				
19. Admits Weaknesses				
20. Attempts to Improve Working Skills				

Total Average

Supervisor Signature Comments

1st _____

2nd _____

3rd _____

4th _____

CHAPTER TWELVE: SAMPLE STUDENT WORKER EVALUATION FORMS

Student Evaluation Form

Student: _____ Work Station: _____

Occupation: _____ Supervisor: _____

To the Supervisor: Please complete the following evaluation for the student under your supervision. Comments to further express your evaluation of the student may be included at the bottom and on the reverse side of this form. Please note that this form will be used for all four ranking periods of the school year, and may be returned in the envelope provided.

EVALUATION SCALE:

1. Outstanding - performs well in excess of position requirements
2. Above Average - performs above position requirements
3. Average - performs position requirements adequately
4. Marginal - performs below position requirements

EVALUATION PERIODS	NOV.	JAN.	APRIL	JUNE
1. Punctuality				
2. Attendance				
3. Ability to Follow Directions				
4. Quality of work				
5. Efficient Use of Time				
6. Judgement				
7. Ability to Work with Others				
8. Initiative				
9. Accepts Criticism				
10. Cooperation				
11. Proper Dress				
12. Cleanliness and Grooming				
13. Maintenance of Work Area				
14. Safety Attitude and Performance				
15. Other (Specify)				

Student Evaluation Form

Supervisor Signature

1st. Evaluation _____ Date _____

2nd. Evaluation _____ Date _____

3rd. Evaluation _____ Date _____

4th. Evaluation _____ Date _____

Comments:

CHAPTER TWELVE: SAMPLE STUDENT WORKER EVALUATION FORMS

Student Evaluation Form

Student: _____ Work Station: _____

Occupation: _____ Supervisor: _____

To the Supervisor: Please complete the following evaluation for the student under your supervision. Comments to further express your evaluation of the student may be included at the bottom or on the reverse side of this form. Please note that this form will be used for all four ranking periods of the school year, and may be returned in the envelope provided.

EVALUATION SCALE:

5. Outstanding - performs well in excess of position requirements
4. Above average - performs above position requirements
3. Average - performs position requirements adequately
2. Marginal - performs below position requirements
1. Fail - performs below minimum for acceptance

EVALUATION PERIODS	Nov.	Jan.	April	June
1. Punctuality				
2. Attendance				
3. Ability to Follow Directions				
4. Quality of Work				
5. Efficient Use of Time				
6. Judgement				
7. Ability to Work with Others				
8. Initiative				
9. Accepts Criticism				
10. Cooperation				
11. Proper Dress				
12. Cleanliness and Grooming				
13. Maintenance of Work Area				

Student Evaluation Form

EVALUATION PERIODS	Nov.	Jan.	April	June
14. Safety Attitude				
15. Safety Performance				
16. Is Tactful				
17. Is Poised				
18. Has Sense of Humor				
19. Admits Weaknesses				
20. Attempts to Improve Working Skills				

Supervisor signature:

CHAPTER TWELVE: SAMPLE STUDENT WORKER EVALUATION FORMS

Quarterly Evaluation Report

Quarter _____

Name of Student: _____

Job Title: _____

Employer Name: _____

Address: _____

Signature of person completing this report: _____

Ability to:	Very Good	Good	Fair	Poor	Unacceptable
Follow directions					
Take criticism					
Attend to detail					
Work well with others					
Personal traits:					
Knowledge of job					
Quality of work					
Attendance and punctuality					
Attitude					
Judgement					
Reliability					
Flexibility-Adaptability					
Personal characteristics					

General Rating of Student (please circle one)

± A B C D F

Quarterly Evaluation Report

Student telephones when absent

yes _____ no _____ has not been absent _____

Student observes and participates in a variety of activities

wide variety ____ some variety ____ routine ____

Comments: _____

_____

_____

_____

CHAPTER THIRTEEN: REFERENCES

Bibliography

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Bibliography

Super, Donald E.; Harris-Bowlsbey, Joan: Guided Career Exploration. The Psychological Corporation, 1979.

Terkel, Studs: Working. Avon Books, 1974.

Miscellaneous

Social Security Teacher's Kit -- 3/4" videotape or 16 mm film (on loan); teacher's guide, duplicating masters, evaluation card. Write to: Social Security Administration, Room 2002, P.O. Box 1521, Portland, ME. 04104, attention of Beverly Emerson.

Apprentice Cosmetologists -- write to Maine State Board of Cosmetology, Capitol Shopping Center, Western Avenue, Augusta, ME 04333.

Training Plans for Automotive Mechanics -- Skills are cross references to text. Auto Mechanics, Jay Webster, Glencoe Publishing Co., Inc. Contact Dale Huntress, Scarborough High School, Scarborough, ME. 04074. Telephone 883-4982.

Modern Talking Picture Service -- 5000 Park Street North, St. Petersburg, Fl. 33709-9989. Provides many good films for free. A brochure is available.

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Films

Courtesy Under Pressure: Telephone Courtesy Pay -- Module I:
South-Western Publishing Co., 16mm film and guide $249.00

Communication: The Non-verbal Agenda: CRM, 1975, Boston University, $15.00

Dealing with Criticism: Centron, 1975, Boston University, $9.00

Drawing Conclusions is a Tricky Art: Centron, 1976, $9.00

Interview: Ready or Not: Churchill, 1976, Boston University, $15.00

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Many Hear/Some Listen: Centron, 1976, Boston University, $9.00

Shoplifting: It's a Steal: General Mills Film Center

Spaces Between People: LCA, 1972, Boston University, $13.00

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Your Job: Fitting In: Coronet, 1969, Boston University, $10.50

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The Gentle Art of Saying No: Sunburst Communications, 1979

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COOPERATIVE EDUCATION CURRICULUM

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Textbooks

A Workers' Guide to Labor Law. Bureau of Labor Education, University of Maine, Orono, 1980.

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Drug Abuse: Drugs in a Chemical Dependent Society. Blue Cross and Blue Shield Assoc., 1978

From School to Work. Goodheart and Wilcox Co., Inc., Text: $12.75
Activity Guide: $3.00

Labor Market Information Handbook. Training and Development Corporation. Hand-Out

Merchandising your Job Talents. United States Department of Labor, Employment and Training Administration

Occupational Outlook Handbook. U.S. Department of labor. Bureau of Statistics

Preparing Students for Work: What Guidance Counselors Can Do. New England Institute

Preparing Yourself for Job Hunting in Maine. September, 1983

Profiles: Mid-Coast Working Women. Project Advance

CHAPTER THIRTEEN: REFERENCES

Video Cassettes

Can I Get There From Here? Video series produced by UMA for SETC. Provide blank tapes to Maine State Library for copying free of charge, except for mailing costs.

Courtesy Pays: 1/2" video cassette and guide. South-Western Publishing Co.

Interpreting Media News: Critical Thinking: Produced by English Skills Program. J.D. McGrath, RFD #1, Waldoboro, ME. 04572. Use of copy for free reproduction via Maine State Library on provision of blank tape.

Making Changes: Young Parents Deciding to Work: Video series includes segments on displaced homemakers and the handicapped.

Pride and Now: Motivational Reading cassette Series. Produced by English Skills Program. Write to J. McGrath. Arrangements for use of set for free copying. Request further information on English Skills Reading and Writing Programs and materials at same address.

MAINE

COOPERATIVE

EDUCATION

DIRECTORY

Bureau of Adult & Secondary Vocational Education
State Department of Education
State House Station #23
Augusta, Maine 04333
Telephone: 289-5954
Fax: 289-5894

Jean W. Jones, Consultant

M.A.C.E. Officers

(Maine Association for Cooperative Education)

President:	Norm Legere Massabesic High School - Waterboro 247-3141
President-Elect:	Bob Roche Wells High School 646-7011
Secretary:	Dave McPhedran Maranacook Community School - Readfield 685-4923
Treasurer: (Acting)	Roger LaBranche Biddeford Vocational Center 282-1501

SCHOOL	COORDINATOR	PHONE
Capitol Area Technical Center Pierce Drive, RFD #7, Box 2525 Augusta 04330	Bruce Boynton	626-2475
Edward Little High School Auburn Heights Auburn 04210	John Cook	783-8528
Bangor High School 885 Broadway Bangor 04401	Tom Tennett Mark Hackett	941-6200
Maine Vocational/Region 4 200 Hogan Road Bangor 04401	Bruce Doughty	942-5297
Noble High School Cranberry Meadow Road Berwick 03901	Stacy Bradburn	698-1322
Biddeford Center of Technology Maple Wood Avenue Biddeford 04005	Roger LaBranche	282-1501
Boothbay Region High School 156-A Townsend Avenue Boothbay Harbor 04538	Linda Carter	633-2421
Brewer High School Parkway South Brewer 04412	Candace Green	989-3760
Camden-Rockport High School Knowlton Street Camden 04843	Dennis Moonan	236-4361
Dexter Regional Vocational Center 14 Abbott Hill Road Dexter 04930	Ronald Clukey	924-5536
Foxcroft Academy Oakes Field Dover-Foxcroft 04426	John Pullen	564-8351
Washington Academy East Machias 04630	Dean Richmond	255-8301
Schenck High School 33-41 North Street East Millinocket 04430	Steve Levasseur	746-3301

SCHOOL	COORDINATOR	PHONE
Marshwood High School 204 Dow Highway Eliot 03903-1498	Samuel Johnson Rodney Wotton	439-5600
Gray-New Gloucester High School Libby Hill Road Gray 04039	Peter Berry	657-3323
Greenville High School Pritham Avenue Greenville 04441	David Morrill	695-2666
Piscataquis High School P. O. Box 118 Guilford 04443	Ronald Clukey	876-4503
Hall-Dale High School Maple Street Hallowell 04347	Stephen MacDougall	622-6211
Hampden Academy Main Road Hampden 04444	Jeff Johnson	862-3791
Hodgdon High School P.O. Box 763, Mill Road Hodgdon 04730-0763	Maryanne Williams	532-2413
Maine Vocational/Region 2 S.A.V.E., Box 307 Houlton 04730	Maryanne Williams	532-9541
Penobscot Valley High School Cross Street Howland 04448	Steve LeVassuer	732-3114
Kennebunk High School Fletcher Street Kennebunk 04043	Richard Farnsworth	985-1110
Maine Vocational/Region 3 17 West Broadway Lincoln 04457	Steve LeVasseur	794-3004
Livermore Falls High School 25 Cedar Street Livermore Falls 04254	Ron Pratt	897-3428
Lubec High School So. Street, P.O. Box 118 Lubec 04652	Andrew MacMahon	733-5573

SCHOOL	COORDINATOR	PHONE
Penquis Valley High School 35 West Main Street Milo 04463	John Pullen	943-7346
Monmouth Academy RFD #1, Box 258 Monmouth 04259	Michael Burnham	933-4416
Nokomis Regional High School RFD #2, Box 4800 Newport 04953	Stephen Pelletier	368-4354
Maine Vocational Region 11 10 Stevens Street, P.O. Box 313 Norway 04268	Thomas Mason	743-7756
Old Orchard Beach High School T-For Turn Old Orchard Beach 04064-1499	Jack Thompson	934-4461
Old Town High School 240 Stillwater Avenue Old Town 04468	Garry Spencer	827-4424
Orono High School 14 Goodridge Drive Orono 04473-1494	Mary Phillips	866-4119
Deering High School 370 Stevens Avenue Portland 04103	William Moses	874-8250
Portland High School 284 Cumberland Avenue Portland 04101	John Tevanian	775-5631
Maranacook Community School Route 17 Readfield 04355	Dave McPhedran	685-4923
Richmond High School Main Street Richmond 04357	Robert Hurley	737-4348
Rockland District High School 400 Broadway Rockland 04841	David Sprague	596-6213
Oak Hill High School P.O. Box 400 Sabattus 04280	O'Neil LaPlante	373-4950

SCHOOL	COORDINATOR	PHONE
Sweetzer Children's Home 50 Moody Street Saco 04072	Karin Berthiaume	284-5981
Sanford Regional Vocational Center 2R Main Street Sanford 04073	Linda MacKenzie	324-2942
Scarborough High School Gorham Road Scarborough 04074	Ronald Gendreau	883-4354
Skowhegan Regional Vocational Center West Front Street Skowhegan 04976	Rudy Charrier Almon Miller	474-2151
South Portland High School 637 Highland Avenue South Portland 04106	Betsy Haskell	767-3266
Bonny Eagle High School 700 Saco Road Standish 04084	Robert Mullen	839-4017
Deer Isle-Stonington High School R.R. 1, Box 87 Stonington 04627	Howard Johnson Ron Watson	348-2303
Georges Valley High School P.O. Box 192 Thomaston 04861-0192	Sharon Nichols	354-2502
Leavitt Area High School RFD #1, Box 1251 Turner 04282	Henry Filliettaz	255-3533
Vinalhaven High School P.O. Box 816 Vinalhaven 04863	David Kirkham	863-4800
Medomak Valley High School Manktown Road, P.O. Box 309 Waldoboro 04572	Dana Gagne	832-5389
Massabesic High School West Road Waterboro 04087	Norman Legere	247-3141
Wells High School Sanford Road, P.O. Box 579 Wells 04090	Robert Roche	646-7011

SCHOOL	COORDINATOR	PHONE
Westbrook Regional Vocational Center 125 Stroudwater Street Westbrook 04092	Robert Mullen	854-0820
Maine Correctional Center Windham 04062	Jim MacDonald	892-6716
Windham High School 406 Gray Road Windham 04062	Michael Timmons	892-1810
Winthrop High School Highland Avenue Winthrop 04364	Gerald Steele	377-2228
Yarmouth High School West Elm Street Yarmouth 04096	Robert Hall	846-5535
York High School Long Sands Road York 03909	Ted Welch	363-3621

Assessment of Business Community Needs

The purpose of this questionnaire is to obtain your input on important skills and attitudes which you value in your employees. Please answer the following questions and return as soon as possible.

Company Name _____ Phone _____

Address _____

Type of Business _____

Contact Person _____

Number of Employees: Full-time _____ Part-time _____ Seasonal _____

1. What skills do you expect job applicants to possess?

2. What personal qualities do you look for in a prospective employee?

3. Upon what basis do you evaluate your employees?

4. In you opinion, what are the most common mistakes made by employees?

5. Has your business ever hired co-op students? Yes _____ No _____

   Type of position _____

6. Additional comments:

After completing these questions, simply refold and staple this page so the address and stamp are on the outside. Thank you for your time and assistance!

Cooperative Education Activity News Release Guide

1. Get the who, what, when, where and why of the cooperative education activity in the first sentence or two. These first sentences are called the "lead." A good lead captures attention. After the lead has been developed, begin the details of the story. Each succeeding paragraph should be of less importance.
2. Use short words.
3. Use short paragraphs.
4. Two sentences make a good paragraph.
5. Use a standard letterhead-type format for the news release.
6. Use school address and telephone number.
7. Use exact dates in a news release: October 10, rather than next Friday.
8. Eliminate adjectives in the news release.
9. Type news releases.
10. Type news releases on 8 1/2 by 11" paper.
11. Don't send carbon copies to the newspaper editor.
12. Don't use onion skin or tissue-weight paper for news releases.
13. Be sure to keep a copy of the news releases.
14. Leave 1 1/2" margins.
15. Type double spaced or triple spaced on one side of the paper only.
16. Indent each paragraph at least five typewritten spaces.
17. If the story must run more than one page, write MORE at the bottom of each page except the last.
18. Always end each page with a complete sentence or paragraph.
19. End news releases with the symbol ##########.

20. Deliver or mail every release so it arrives in advance of the deadline.

FROM: Vocational Cooperative Education
Summer Institute Proceedings - 1982

1. Coordinator may be an advisor to clubs or organizations within the school
2. Participate in a Career Day
3. Use of Advisory Committee
4. Fund-raising activities for clubs, scholarships, etc.
5. Certificate of appreciation to employers
6. Public address system (within school)
7. Service clubs (member or speaker)
8. Personal business card (data co-op)
9. Communication with administration, teachers, students, parents, and employers
10. Coordinator act as liaison person
11. Utilize Adult Education Expertise
12. Students write letters of appreciation and thanks to employers at end of their program

CHAPTER FIFTEEN: PUBLIC RELATIONS

Public Relations Activities

Title: Establishment of positive public relations

Overview:

A positive public image is the cornerstone of any successful cooperative education program; each facet of such a program has the potential to enhance or detract from this image. It is vitally important to make the co-op students themselves aware that the impression they create will determine to a great extent how the entire program is perceived.

Coordinator Competencies:

1. Implement a program for training sponsor orientation and development.
2. Develop an Assessment of Business Community leads survey to be sent out to all area businesses and returned to the co-op director.
3. Inform students about cooperative education.
4. Use promotional brochures to inform parents and business community about cooperative education.
5. Utilize opportunities to speak about co-op to business and civic organizations -- i.e., Chamber of Commerce, Kiwanis, Rotary, etc.
6. Prepare in-school displays relating to cooperative education, i.e., photos of students at work.
7. Prepare news releases on co-op activities.
8. Plan and conduct an annual employer-employee recognition activity, i.e., banquet, certificate of appreciation presentation.

Public Relations and Supplemental Activities

Career Day -- an Example

Initiated by co-op in cooperation with Guidance:

50 booths with reps from business - industry - government (state/local/federal)

Definite commitments from 50 reps 1 month in advance of event (usually early April)

Students sign up for career rep of their choice. Seniors have first priority - Juniors - Sophomores.

Name tags are made for each student -- must be worn for entrance -- must attend session listed on name tag.

Name badges for presenters

There are four sessions (25 min. each) -- no more than eight students per presenter (some exceptions)

Coffee provided for presenters - Certificates for presenters.

Letter of appreciation to teachers for disruption of classes.

CHAPTER FIFTEEN: PUBLIC RELATIONS

Public Relations Ideas

* Poster contest
* Decals
* Book covers
* Thanksgiving baskets
* Scholarships
* Community surveys
* Coffee mugs
* Sponsoring fund-raising activities
* School store
* Visits to nursing homes, etc.
* Thank you ads
* Certificates to employers
* Newspaper press releases
* Public announcements
* Presentations to School Board - Civic organizations
* Job bank service
* Joining service organizations
* Employer appreciation banquet
* Interface/communicate with staff
* Professional involvement (AVA, MTA, MACE)
* Speaker Bureau (belong or establish)

News Coverage Sample Letter

May 10, 1991

To: Assignment Editors/News Directors

From: Candace Green

Re: Environmental Project

During Arbor Week, students from the Health Skills and Life Skills classes will be finishing up their participation in a project made possible by the Maine Aspirations Foundation and Brewer High School.

Earlier this year (October students from Brewer High School began their project by participating in a 5-day Outward Bound Experience in Bethel, Maine.

As part of that project, students agreed to do an environmental project. With help from the Maine Audubon Society and the Maine Forest Service, there will be a tree planting ceremony on May 22 from 8:30 - 9:45 at Brewer High School. Students will also be placing picnic tables on the grounds that day.

The freshmen participating in the project have worked hard having petitions signed and planning this day to make Brewer High School a better place to be.

We hope you can be there to record this event. If you need additional information, please feel free to contact myself or Ronnie Delano-Ellis at 989-3760.

CHAPTER FIFTEEN: PUBLIC RELATIONS

News Release Article Sample

For 18 students at Brewer High the tension of trying to find a summer job once school lets out in June, has been erased. That is because these juniors and seniors have been involved with BHS' Cooperative Education Program.

The Co-op Program is a two credit course that meets once a day for the entire year. BHS and employers throughout the community work together to help these students find a job after high school in their career choice. The students, like senior Rusty White, work during the school year. Their boss evaluates them and grades them on the job and the program's director, Candace Green, grades their class learning abilities.

"The Co-op class starts with getting a job, writing resumes, preparing for interviews," Green said. "We look at the whole spectrum. We install some work ethic -- your job is important and it is important to work with people. Think of it as a career and not just a job."

In class they discuss conflicts that may arise on the job and how to survive on your own and organize a budget. This part is "reality therapy," Green said.

For White, who works at Cowan's Service Station, the program has helped him immensely, he said.

"When I started I didn't know much about cars and I still don't know major repair, but I have been involved with all the other aspects."

White changes tires, has worked on transmissions and shocks, along with the usual tune-up, was working up to 26 hours per week, but now with the baseball season he only works approximately 10, but that is also with going to school every day. He said the class and program gives you a good indication of "what you're in for."

And with school coming to a close soon, Green said the program shifts to a more intensive look at what the student's options are after graduation.

"Now we try to show them how to prepare for promotions on the job, how to contribute to the community and be a good citizen," she said.

Green added that with some students college is "not an option."

"Most of them go to work full time after school. The goal of the program is to make the transition easier. Most of them have stayed with their job. The businesses are interested in keeping a lot of the seniors full time."

Each year, however, Green is faced with the difficulty of trying to find businesses willing to join the program.

"Every year we are starting from scratch," she said. "That is because of the student's career choice. We have to find out what they are interested in and talk to the appropriate businesses."

Green records the skills learned by each student in the program and evaluates their progress. The businesses also must make a big commitment, she said, because they must evaluate the students on the job.

Green said all aspects of the community benefit from the program. The community benefits by assisting in the training and receiving valuable employers. The school benefits by achieving balance between work and school, so the students can attain their work goals while attending classes which results in a smoother transition into the work force. The students benefit from the program by receiving classroom training and on-the-job training.

Still Green wishes more students and businesses would get involved. The program has placed 45 students in the last two years, but there are still a lot of areas that can be covered, she said.

Job Bank

(Job Placement Service)

"Job Banks" have been established through the Cooperative Education Programs in order to help meet the needs of community employers and citizens looking for student employees. The Cooperative Education Coordinator facilitate community requests with students seeking work experience. This service has become extremely popular in many areas. In addition to students, post-graduates, faculty and referral from community members avail themselves of this service. This is another wonderful example of the Cooperative Education Program giving something back to the community.

Job Order

Employer _____ Date _____

Address _____ Telephone _____

_____ No. Required _____

Job Title and Description _____

_____

Hours _____

_____

Wage Scale _____

Special Referral Procedures _____

_____

Other Requirements _____

_____

CHAPTER SIXTEEN: SUGGESTED COOPERATIVE EDUCATION ENRICHMENT ACTIVITIES

Student and Witness/Parent Information Sheet

Each year the students select a set of officers (President, Vice President, Secretary, and Treasurer) who serve as the executive committee that meets before school to discuss business to be brought before the co-op student body. Officers are selected by class members based on their potential leadership ability.

Club purpose is to give members a chance to develop leadership skills, an opportunity to belong to a high school extra-curricula activity (a first for some, and it gives them a positive identity amongst their school peers.

At the beginning of the year ideas are discussed and goals are set. Fund raising is always the primary function so that the objectives agreed upon may be met.

Funds are raised through the following projects:

* Donut Sales - before School M-W-F
* Raffle Concert Tickets
* Dances
* Spaghetti Supper
* Car Washes
* Candy Sales
* Personalized X-mas Message on a Candy Cane

Expenditure of funds are usually as follows:

* Employer Banquet
* Employer Appreciation Gift (Coffee mug, etc.)
* Appreciation Certificates
* Scholarship - for deserving co-op students who plan an education beyond high school
* Class trip - Boston, Canada, Whitewater Rafting, or a day outing.

Some years the students save over three thousand dollars; other years only half of that.

A set of by-laws has never been developed but we do establish some general rules in the beginning of the year. Majority rules and all students must participate in fund raising projects to be eligible for scholarship or a fully-paid class trip (a point system is used).

Also an award is given at the school's Awards Night for the co-op student who has shown good citizenship and has done there "most" to promote Cooperative Education.

CHAPTER SIXTEEN: SUGGESTED COOPERATIVE EDUCATION ENRICHMENT ACTIVITIES

Co-op Club Bylaws Sample

Article 1, Name

The name of this organization shall be "The Brewer High School Co-op Club".

Article 2, Purpose

A. Promote Co-op Club
B. Gain experience in activities
C. Raise money for school and community activities
D. Promote Co-op students' involvement in school activities

Article 3, Duties

The duties of the council shall be:

A. To create, authorize, supervise, coordinate and promote committees for specialized activities of service.

B. To promote respect for school and community.

C. To promote and coordinate student activity by encouraging greater participation on the part of more amounts.

Article 4, Membership

A. A member of the Cooperative Education Club shall BE ELIGIBLE FOR A TERM THAT WILL LAST UNTIL THEY GRADUATE AS SENIORS.

B. The principal will automatically become a member of the council. He/she will approve or veto all decisions of the council, and help to decide all questions of administrative policy not provided for by the constitution or by-laws.

C. Failure to abide by the rules or failure to participate in Co-op activities, will result in a majority vote of dismissal.

Article 5, Elections

A. Each class has the sole right to elect its own representatives. Each class shall also elect, each year, a president, vice-president, secretary and treasurer.

B. All persons seeking election to the above offices must present, to their class advisors, a signed declaration of their intention to run.

C. If no senior runs for office, a junior member of Co-op shall be eligible to run for president.

Article 6, Officers

A. The officers of the Co-op club shall be president (senior), vice-president (junior or senior), treasurer (senior or junior), and secretary (junior or senior).

B. The officers of the Co-op club must meet the following qualifications:

1. The president must be a member of the senior class.
2. The vice-president must be a member of the senior or junior class.
3. The secretary must be a member of the junior or senior class.
4. The treasurer must be a member of the junior or senior class.

C. The duties of the officers shall include:

1. President
   a. Preside over all meetings of the Council
   b. Appoint committees
   c. Call special meetings
   d. Vote in case of a tie

2. Vice-President
   a. Take over president's duties when he/she is absent
   b. Succeed to the office of president when a vacancy occurs
   c. Assist the president
   d. Handle all the publicity for Co-op

3. Secretary
   a. Take minutes at all meetings of the club
   b. Call the role at all meetings of the club
   c. Handle all correspondence for the club
   d. Post minutes of all meetings of the club

4. Treasurer
   a. Take care of all financial matters relating to Co-op business

Article 7, Meetings

A. Co-op shall be held weekly at a time, day and place designated by the first meeting at the beginning of the year.

B. Rules for meetings shall be:
   1. Over half of the members shall constitute a quorum.

C. Two successive unexcused absences from meetings shall constitute cause for dismissal. The officers of Co-op club shall validate excuses.

Article 8, Approval

A. Immediately upon approval by three-fourths of the Co-op club.

B. Immediately upon approval of the principal.

CHAPTER SIXTEEN: SUGGESTED COOPERATIVE EDUCATION ENRICHMENT ACTIVITIES

Co-op Club Minutes Sample

September 15, 1989

Absent: Jessamyn Casement
Craig Colby
Jeni Foster
Heidi Jarvis
Tonia Lee
Doug Walk

The first meeting of the Co-op Club was to discuss the purpose and duties of the club. A copy of the Constitution will be provided to all members at our next meeting.

After reading Article 6 of the constitution, "Officers and Duties of Officers," the floor was opened for nomination and election of officers.

Elected were:		
	President	Joel Coleman
	Vice President	Teri Fitzpatrick
	Secretary	Melanie Lawson
	Treasurer	Shawna Harmon

Thee was time to briefly outline the first project of the Co-op Club which will be to process student I.D.s at Brewer High School. All members are asked to volunteer for this important project.

CHAPTER SIXTEEN: SUGGESTED COOPERATIVE EDUCATION ENRICHMENT ACTIVITIES

Co-op Student and Parent Agreement

All participants in the Cooperative Vocational Education Program at Leavitt Area High School will agree to the following:

1. To conform to school regulations.
2. To meet school and employer's standards.
3. To comply with school attendance regulations by notifying the school and employer when absent.
4. Will obtain approval from the program coordinator to go to work on any day when absent from school.
5. Be responsible for your own transportation to and from work. ("Also, adhere to all traffic rules.")
6. Advise coordinator of all changes in the status of your job or school schedule without delay.
7. Conduct yourself in a manner both in school and at work so as to reflect credit on yourself and the school.
8. Will not loiter around school, work station, or at another student's work station, especially during regular school hours. (8 AM - 2 PM)
9. Will maintain complete honesty with school staff and employer.
10. Will maintain satisfactory grades ("Co-op is secondary to school responsibilities").
11. Will not get involved with alcohol or other drugs while in school or on the job.

Any violation of the above agreement may be just cause for being dropped from the Co-op Program along with a loss of credits.

I have carefully read and agree to this agreement.

Policy Agreement

The Cooperative Education Program provides students with an opportunity to develop occupational skills through part-time work experience while attending school. If the work experience is of an acceptable nature, the school will grant graduation credit and release time to the student. The student must agree to and follow the program regulations as listed below.

As a condition of acceptance into and receiving credit for participation in the Cooperative Education Program, I agree to the following:

1. To understand that all the conditions of the (S.A.D. #57) Massabesic High School student policy must be kept.

2. To understand that the work place is an extension of the school; therefore, all policies in regards to student behavior will be enforced, i.e., drug and alcohol, theft, etc.

3. Late arrival and early dismissal are privileges and not rights. Students will be responsible to the school during school hours (7:45-1:50) as well as hours working under the Co-op Program.

4. All special service students will follow the program designed for the, i.e. resource room, periodical testing, tutoring, monitor programs, etc.

5. All students will be responsible for make-up of detentions and suspensions during those regularly scheduled hours. (Detention time - 1:50: Suspension - all day)

6. To notify the coordinator at school and the employer as early in the day as possible when unable to attend school or work. (Unless excused for school absences, work will not be allowed on the same day.)

7. Time may not be taken off from school for personal business with work as usual on the same day.

8. To conduct oneself in a satisfactory manner, both on the job and in the classroom.

9. Any school suspension will result in loss of credit for work experience for the period of the suspension. (With the cooperation of the employer, the student may be suspended from the job.)

Policy Agreement

10. After the first suspension, the student will be placed on probation. If a second suspension occurs at any time during the school year, the student will be removed from the program.

11. If a vehicle is used for transportation to and from the job, all school and public regulations for its use will be observed. The vehicle must be registered with the school, school parking permit must be displayed and proof of insurance must be filed with the coordinator.

12. Not to quit or change jobs without first having a conference with the program coordinator.

13. To recognize that the school has the authority to suspend or remove students from the program.

14. To meet all requirements specified by the school for earning the necessary credits for graduation. (i.e. English, U.S. History, Math, etc.)

15. Credit for work experience to e determined by the coordinator based on the following:

Maximum	.5 credit per quarter, 2 credit/year
Minimum	.25 credit per quarter, 1 credit/year

Criterion for determining credit:

1. Classification and difficulty of occupation
2. Repetition of tasks on job
3. New skill being developed on a continuing basis
4. Total on-the-job time

Effective Date _____ School Year _____

Student's Signature _____

Date _____

Parent's Signature _____

Date _____

Cooperative Education Program
Verification of Student Insurance Coverage

Dear Parent:

Due to possible accident risks involve,d it is mandatory that ALL students enrolled in workstudy programs, Co-op education, wage earning, work experience programs, Trade and Industrial areas, provide proof of accident insurance.

Please fill out the form below and return to school as soon as possible.

Thank you.

Richard Farnsworth,
Vocational Coordinator and
Cooperative Education Director

Student's Name _____ Age ____ Grade ____

Address _____

School _____ Co-op I or II
(Please circle)

If a school insurance plan has been selected, please check _____

If parent has adequate accident insurance to cover their son/daughter, please list:

Policy Number: _____

Name of Company: _____

Student's Signature: _____

Signature: _____
(Parent and/or Guardian)

Date: _____

Please return to Richard Farnsworth, Kennebunk High School, as soon as possible.

Parent Permission Form

Dear Parents:

As part of our Cooperative Education Program, we will be visiting various places this school year. These will be all school connected activities designed to improve the scope of the Kennebunk High School Program for the benefit of our Cooperative Education students.

Each student will be informed of when a trip will be taken, the trip's educational purpose and will be expected to demonstrate late, in his/her classroom, how the experience better educated him/her for the "World of Work."

Transportation, in some instances, will be provided by the teacher. At other times, it will be school bus. At all times, vehicles will be properly insured and inspected.

Please return the form below as soon as possible.

Thank you.

_____ has my permission to go on these trips during the school year 1990-91.

_____
Parent's Signature

Dick Farnsworth, Director
Cooperative Education
Kennebunk High School
Tel. 985-1111

Parent Permission Slip

To: _____

_____

Your son/daughter has signified that he/she is interested in the part-time Cooperative Vocational Education Program offered at Livermore Falls High School.

He/she will be employed at _____

We presume this has been discussed with you, and you have given your permission. He/she will receive student learner compensation for the hours worked, and while on the job, will be covered by the compensation laws of the State of Maine.

You hereby agree not to hold the employer, school, school coordinators, or M.S.A.D. #36 liable for any accident which might result directly or indirectly from this part-time employment.

During the time this permission is in effect, if for any reason you have any questions with reference to the work your son or daughter is doing, you may contact Mr. Lynn W. Markee, Director of Cooperative Education at 897-3428.

I hereby grant permission for my son/daughter _____ to enter the part-time Cooperative Education course for the year 19___ - 19___ at Livermore Falls High School.

Signed: _____

Date: _____

Application and Personal Data Sheet

Name _____ Date _____
(Print) Last First Middle

Home Address _____

Mailing Address _____

(If different from above) _____

Social Security Number _____

Date of Birth _____

Father and Mother are: Living Together _____ Separated _____

Divorced _____ Father is deceased _____ Mother is deceased _____

/ /Parent or / /Guardian

Father's Name _____
Last First Middle

Age _____ Occupation _____

Address _____ Phone _____

/ /Parent or / /Guardian

Mother's Name _____
Last First Middle

Age _____ Occupation _____

Home Phone _____ Work Phone _____

Address _____

Application and Personal Data Sheet

Other Emergency Contact:

Name _____ Phone _____
Last First Middle

Address _____

Names of those living in your home (including parents or guardians)

Name	Relationship	Age

Your responsibilities at home _____

Average time per day spent working at home _____

Is it necessary for you to earn money? _____ Why? _____

_____

Do you have a car of your own? _____

Make _____ Year _____ No. of Passengers ____ Condition _____

Would you be able to provide your own reliable transportation as a C.E. Student?

_____

Application and Personal Data Sheet

Would you be willing to take other C.E. students in your car as part of a car pool?

_____

Would you be willing to ride in another student's car as part of a car pool arrangement? _____

Write here any comments regarding transportation _____

_____

Give details of any illness, accidents, or operations within the last 5 years.

_____

_____

_____

Describe briefly any physical or emotional impairment that might in any way affect your employment _____

_____

Past Work Experience

List below the places you have worked in the past.

Type of Work	Name of Firm	Employer	Date of Employment

1. _____

2. _____

3. _____

4. _____

What have you enjoyed doing most? _____

Application and Personal Data Sheet

School Training

Your favorite subjects _____

Subjects you like the least _____

Your easiest subjects _____

Your hardest subjects_____

Do you plan to finish high school? _____

What subjects do you want to be sure to take during the rest of your high school career? _____

_____

What type of further education do you hope to get after high school?

_____

To what high school organizations do you belong? _____

_____

What high school activities do you hope to participate in that involve after school hours? _____

_____

How do you normally spend the hours that you are not in school? _____

_____

Application and Personal Data Sheet

Courses taken and final grades received?

Freshman Year	Sophomore Year	Junior Year
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.

Signature: _____
Student

I hereby grant permission for my son/daughter to apply for the part-time Cooperative Vocational Education course for the 19 ___ - 19 ___ school year at Livermore Falls High School.

Signature: _____
Parent or Guardian

Weekly Hours and Activity Sheet

Name _____ Week Ending _____

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

_____

Total Hours Gross Wages

_____

DESCRIBE BRIEFLY YOUR DAILY ACTIVITIES;

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Training Station _____

Student Signature _____

Instructor Permission/Release Form

_____ IS REQUESTING

THAT YOU RELEASE HER/HIM FROM YOUR CLASS ON _____

TO ATTEND A CAREER RELATED ACTIVITY. THE STUDENT AGREES TO COMPLETE ANY AND ALL ASSIGNMENTS YOU FEEL NECESSARY.

I AM AWARE THAT MY DAUGHTER/SON IS PARTICIPATING IN THIS ACTIVITY. PARENT OR GUARDIAN PLEASE SIGN:

_____

PERIOD	COURSE	TEACHER SIGNATURE
1	_____	_____